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ABSTRACT

A multi-pronged comparative approach was used to identify training and development needs specific to faculty evaluators of prior learning experience essays. Surveys were administered to 39 active evaluators who were members of the National-Louis University (NLU) faculty and 14 directors of prior learning assessment programs external to NLU. The response rates 77% and 79%, respectively. The evaluators were asked to supply demographic data and rank the importance of selected evaluator performance factors and topics for evaluator training/development activities. Subject matter expertise, objectivity, and knowledge of assessment process were deemed the three most important evaluator characteristics. Among training topics, understanding and complying with timelines were rated most important by directors, whereas judging appropriate credit and using guidelines were rated most important by evaluators. It was concluded that evaluator participation in training/development activities must be encouraged and increased by identifying and overcoming barriers to their participation. (Eleven figures are included. Appendixes constituting approximately one-third of this document include the following: information about NLU's facilities/programs; survey instruments, cover letters, and administration guidelines; study budget information; guidelines for assessing students and providing feedback to students; discussion of the evaluator factor; NLU evaluator supplement to portfolio handbook; and evaluator workshop agenda. Contains 71 references.) (MN)

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ED 385 757

PRIOR LEARNING ASSESSMENT:
FACULTY EVALUATOR TRAINING AND DEVELOPMENT

by

Lenice C. Abbott

Submitted in partial fulfillment of the requirements

for the Master of Science Degree

in the College of Arts and Sciences

National-Louis University

June, 1992

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ABSTRACT

PRIOR LEARNING ASSESSMENT: FACULTY EVALUATOR TRAINING

Abbott, Lenice C.

Purpose: The purpose of this study is to identify past, existing and future training needs specific to faculty evaluators of prior learning experiences. It attempts to validate the proposition that a more comprehensive program of continuing professional development will facilitate the competent assessment of experiential learning.

Methods: A multi-pronged comparative approach is utilized to explore existing problems and possible solutions. Diverse perspectives on pertinent assessment issues are garnered from institutional and extra-institutional research on several different levels, including assessment program directors and faculty evaluators. Additional input derives from a consulting source and an expert evaluation of the assessment program at National-Louis University.

Results: Quality assurance in prior learning assessment is contingent upon continuing professional development opportunities more than on any other single element. Discrepancies exist among program directors and evaluators in perceived importance of philosophical orientation and areas of needed skill development. Increased attention to and discussion of these matters is critical to program viability.

Conclusions: Evaluator participation in training and development activities must be encouraged and increased by recognizing and overcoming barriers to participation. Expanded opportunities and support should be provided by means of both formal and informal offerings. Sufficient priority, personnel and resources are needed to maximize professional expertise and assure quality in prior learning assessment.

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With gratitude to the family, friends and colleagues who never gave up on this thesis and wouldn't let me give up, either.

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CHAPTER ONE

PROBLEM, PURPOSE, PLAN, AND CONSTRAINTS

Problem

Background

National-Louis University (NLU) is a private co-educational institution founded in 1886 for the purpose of training early childhood educators by means of an emphasis on classroom experiences and practical application of theory. Through the years, NLU (formerly National College of Education, NCE) has continued this philosophy of blending experience and theory in a liberal arts education and expanded its offerings to include not only teacher education, but liberal arts and sciences, allied health and human services, business, management and adult education on the graduate as well as the baccalaureate level. "Today, National offers 13 degrees and certificates, including doctoral degrees, across 23 departments and more than 60 academic programs" (FEP Student Services, 1989, p. 2). An extensive academic support system has been developed to uphold academic standards, increase student persistence, provide educational services and facilitate institutional diversity (NCE Academic Catalog, 1986). NLU is accredited by the North Central Association of Colleges and Schools and in June, 1990, completed its transition to university status.

The university currently serves 14,000 students annually at its campuses in Evanston, Chicago, and Lombard, IL; Milwaukee/Beloit, WI; St. Louis, MO;

McLean, VA (Washington, DC); Tampa, FL; Atlanta, GA; and Heidelberg, Germany (see Appendix A). Thus NLU draws its students from diverse geographical locations as well as educational backgrounds in response to evolving societal needs and changes in contemporary higher education.

A movement toward nontraditional delivery systems in postsecondary education was predicted in the 1962 Johnstone-Rivera study (cited in Miller, 1975):

> The most important conclusion to be derived from this study is that America is likely to experience an adult education explosion during the next few decades . . . . Just as in the fifties and sixties the regular school system had to tool up rapidly to accommodate the greatly increased numbers of young persons in the population, so too in the seventies and eighties adult education will be subject to greatly increased demands . . . (p. 4).

This would seem to be corroborated by the observation of Nielsen, Assistant to the American Federation of Teachers President for Higher Education (cited in Hovey, 1988), noting "a new constituency of full-time working adults who need and desperately want a degree in higher education" (p. 9).

NLU responded to that unique need in 1978 with the introduction of the field experience delivery model or Field Experience Program (FEP), providing, as advocated later by Simosko (1985), "increased flexibility, opportunity and access to higher education for adults" (p. 15) by allowing students to take full course loads at more than 50 convenient extension sites while maintaining full-time jobs. The philosophy of the FEP model couples theory and knowledge with experience, reflecting Dewey's view of "the soundness of the principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience -- which is always the actual life-experience of some individual" (1938, p. 113). Appropriate scheduling, suitable class locations, integrated curriculum design and cooperative student and staff support effectively remove barriers that frequently prevent adult students from returning to school. As part of its innovative approach to adult learning, the university encourages students to utilize its wide range of academic and support services.

The University Library, for example, was established to provide materials, instruction, and services to support the institutional and research needs of students and faculty. Field experience students have access to NLU's own library holdings, including the complete Education Resources Information Center (ERIC) on microfiche, as well as a library network which allows them the use of many off-campus collections and services. Computer searches of over 300 databases are also available.

The Registrar's Office evaluates transcripts and notifies students of credits needed for degree completion and General Studies deficiencies. Credit is also accepted on transcript for students who have achieved acceptable scores on certain standardized proficiency examinations, such as ACT-PEP, CLEP and DANTES, as well as for professional and military course work evaluated and recommended for credit through the Program on Noncollegiate Sponsored Instruction (PONSI) and the American Council on Education (ACE). Throughout the students' course work at NLU, the Registrar's Office monitors progress, provides academic advising and grade reports, and coordinates graduation and diploma requisites.

The purpose of the Student Services Office is to support and enrich the quality of education, career success and balanced lifestyle of adult learners. Personnel, including an alumni support team, offer information encompassing career, class, personal and professional activities. Career Advancement provides assistance in finding new positions, making career changes and developing professional competencies. In addition, the office publishes The Field Experience Newsletter and sponsors dinners and receptions, career sessions, networking open houses, academic and career assistance and other means of program enrichment.

In addition to faculty, whose schedules are flexible according to student needs, other departments geared toward serving adult learners at NLU through expanded office hours include FEP Admissions, Financial Aid and Student Accounts. FEP Acquisitions and Distribution procures appropriate physical facilities for the area classes and distributes all course materials and books directly to students at class locations. Computer labs furnish not only access to computers, but a variety of software and diskettes; computer assistance is also available. The Center for Academic Development provides individual assistance to strengthen writing, reading, math, research and study skills.

Smith (1986) points out that an additional requirement of an "adult-friendly college" is an assessment program to document and credit personal learning occurring outside a traditional educational setting from life experiences, to include not only measurable skills and abilities, but values, attitudes and behaviors developed through reflection and introspection. This line of thinking is grounded, perhaps, in the works of adult educators such as Tough, whose interest in "independent learning projects" promoted the realization that nontraditional learning activities can be significant learning activities, or Kolb, who emphasized learning in real-life situations and described the steps through which adults proceed in experiential learning. The American Council on Education (ACE) and the Council on Postsecondary Accreditation (COPA) (1986) recognize that

> American society abounds in resources for learning at the postsecondary level . . . . Associations, business, government, industry, and unions sponsor formal instruction. In addition, independent study and reading, work experiences, the mass media, and social interaction contribute to learning and competency . . . . Postsecondary education institutions legally authorized and accredited to award degrees and other educational credentials have a special responsibility to assess extra-institutional learning as part of their credentialing function (p. 2).

The Assessment Center, founded in 1978 as an integral part of the field experience program, coordinates the assessment and validation of non-collegiate postsecondary learning. It serves not only the Bachelor of Arts in Management program, but also those in Applied Behavioral Sciences, Allied Health, both on-campus and FEP, and Human Services; hence, the Center has become one of the university-wide activities of the Registrar's Office. Assessment counselors and faculty members advise and assist students in preparing a portfolio of prior learning as a component of their required course work (see Appendices B and C), to include a resume, an autobiography, college transcripts, and descriptions and documentation supporting prior learning gained outside of the traditional college setting. Students may incorporate learning gained through technical schools, seminars, workshops and training programs, as well as life and work experiences. Learning outcomes are assessed, and a maximum of 60 quarter hours of credit may be granted toward the undergraduate degree by faculty members and other subject-matter experts in accordance with faculty-established policies which appear in Appendix D. These policies include guidelines issued by ACE and the Council for Adult and Experiential Learning (CAEL), a pioneer in experiential learning research and improvement of prior learning assessment (PLA) practices.

Current Status

During the 1988-89 academic year, the Assessment Center processed 739 student portfolios. From those, 3,051 life learning experience essays were transmitted to faculty evaluators for credit assessment. A pool of approximately 40 to 50 evaluators read essays in the various content areas as illustrated in Figure 1.

Figure 1. Essay content areas - 1988-89.

Content Area	Essays Read
Allied Health	19
Art	30
Business	119
Communication Arts	40
Data Processing	33
Education	52
English	87
Health Sciences	262
Human Services	114
Interdisciplinary	67
Language	5
Math	2
Music	18
Philosophy/Religion	97
Physical Education	98
Psychology	748
Science	39
Social Science	1,221
Total	3,051

Figure 2 shows that the number of portfolios submitted for assessment has more than doubled in the past five years. The portfolios processed during 1989 generated some 12,000 hours of credit (see Figure 3).

Figure 2. Assessment Center operations.

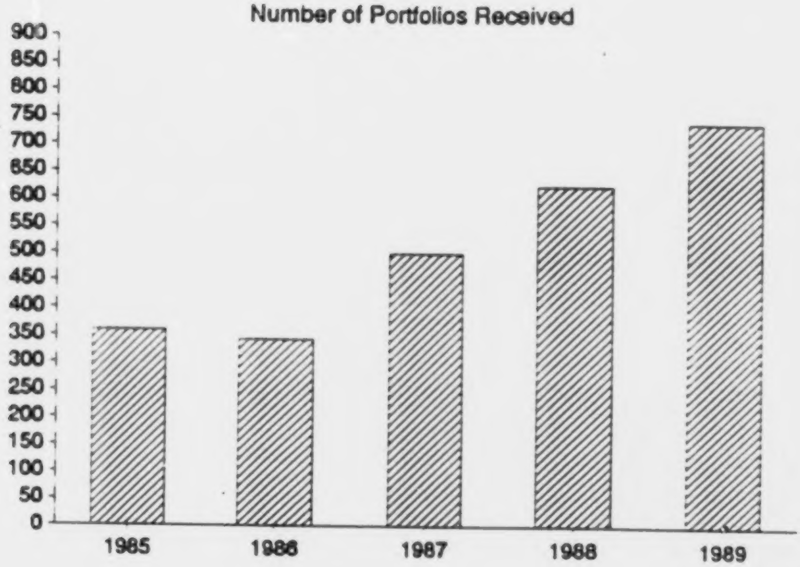
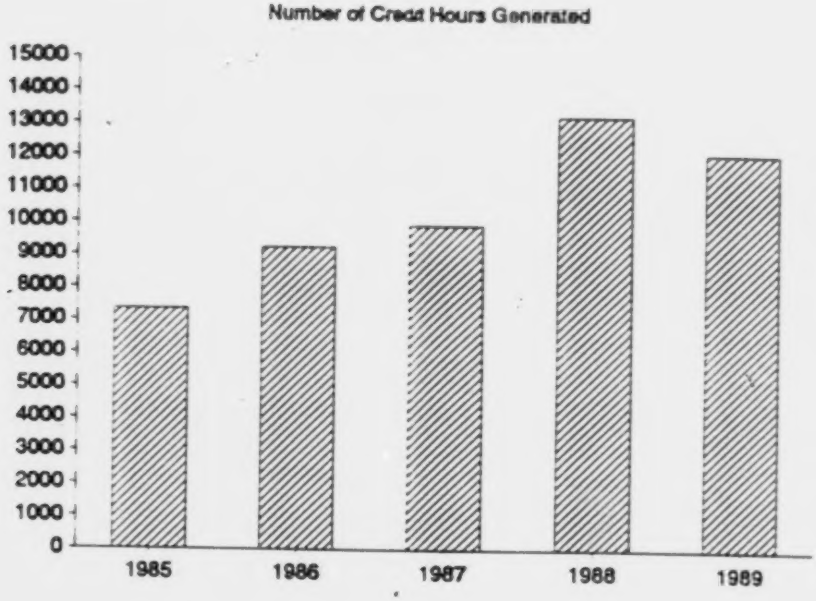


Figure 3. Assessment Center operations.



The learning experience evaluators are selected through a process comparable to the Council on Academic Standards' procedures for selection of part-time faculty in the College of Arts and Sciences; candidates without full-time faculty appointments are referred by departments and other evaluators or identified by the Assessment Center. They complete Evaluator Information Forms (Appendix E), which are presented to the Assessment Center Advisory Committee and the appropriate division deans for review and approval. Full-time faculty members with appropriate expertise are added to the evaluator pool as they express an interest in participating. All evaluators must hold at least a master's degree in a pertinent field.

Evaluators receive a handbook, consisting of an introduction to the Prior Learning Assessment (PLA) process, essay requirements, credit assessment options, criteria for evaluation and feedback, a sample life learning experience essay and related information. Evaluators are encouraged to contact the Assessment Center with any questions or concerns. Occasional non-mandatory informational meetings have been held in the past, but are not regularly scheduled.

Importance and Urgency

While content area expertise is an unequivocally crucial requirement for faculty evaluators, an understanding of and agreement with the philosophy and process of PLA is also imperative. Although quizzes, reports, exams and other formal devices, and even more experientially grounded modes such as cooperative education, internships and student teaching, are familiar and comfortable means of assessing learning, faculty members are not generally experienced in less formal techniques used in prior learning assessment. They must be helped to bridge the gap between traditional and nontraditional while maintaining quality, validity and reliability. Inherent in such a necessarily flexible, highly subjective process as PLA are a number of potential problems, including lack of dedicated involvement, casual or inconsistent evaluation procedures, slow processing time, confusion about results, and insufficient feedback to students.

One of the aforementioned assessment guidelines encouraged by CAEL states that qualifications for evaluators should be established, "all personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provisions for their continued professional development" (Whitaker, 1989, p. 79). The NLU Council on Academic Standards has recommended, as an enhancement to the portfolio assessment process, that "periodic group meetings should be held for additional training of evaluators and/or discussion by evaluators" (C. Fabrizio, personal communication, October 2, 1985). As the university moves to the forefront in prior learning assessment with national programs, the Assessment Center strives to continually increase its pool of qualified evaluators and to study, update and modify the existing PLA program, including the areas of evaluator selection and training, in accord with CAEL recommendations. NLU's scheduled 1991 accreditation review by the North Central Association of Colleges and Schools lends priority to the issue and impels numerous far-reaching modifications affecting both the Assessment Center and the institution at large.

Purpose

Delineation of the Study

The portion of the problem to be studied in this thesis encompasses a training and development needs assessment in an attempt to validate the proposition that a more comprehensive program in this area will be beneficial to NLU. The purpose of the study is to identify past, existing and future training and development needs specific to faculty evaluators of prior learning experiences. Needs will be studied for both inexperienced (training) and experienced (development) evaluators. The study will emphasize primarily what Laird (1985) refers to as macro training needs, that is, those which exist in a large group of personnel or an entire population; micro, or individual, training needs may also be generated from the research.

In order to meet this objective, research will be conducted at NLU and other institutions offering nontraditional prior learning assessment. Whitaker (1989) contends that appropriate standards of professional practice must extend to all those involved in the expert judgment of experiential learning. Thus, faculty consensus on policy and peer review of evaluator practices are essential elements of any assessment program. Furthermore, an appropriate institutional body or official, namely an assessment staff and/or director, should accept clear responsibility for quality assurance and monitoring of procedures. Hence, needs will be examined from the perspectives of (a) evaluators and (b) assessment staff. Various methods of meeting these needs will be identified. The results should provide insight into perceived and real evaluator needs, as well as direction for intensifying and invigorating NLU's existing training procedures.

Conceptual and Operational Definitions of Variables

Prior learning assessment (PLA). This is conceptually defined as the process by which learning occurring outside a college classroom from professional or personal experiences is identified, evaluated and equated with college credit (Knapp and Jacobs, 1981). It is operationally defined by institutional guidelines in place for detailing, describing, evidencing and documenting unsponsored learning through a portfolio or similar narrative instrument.

Evaluator. This is conceptually defined as the expert who makes a professional judgment regarding the acquisition of prior learning and recommends appropriate academic credit. Operationally it is defined by the various groups involved in PLA at participating institutions and is identified as assessment staff member, faculty member, faculty committee or outside expert.

Training and development needs. This is conceptually defined as those areas of deficiency in skills and abilities which can be remediated through instruction in order to increase professional expertise. It is operationally defined as the areas identified by assessment staff and evaluators which need to be addressed in order to facilitate the valid and reliable assessment of prior learning.

Training and development activities. This is conceptually defined as individual or group pursuits designed to maintain and improve job performance. It is operationally defined by the ways in which evaluators learn about the PLA process, both initially and on a continuing basis.

Quality assurance. It is conceptually defined as the process of ensuring that goods and services meet predetermined standards (Stoner and Wankel, 1986). It is operationally defined as the responses indicating provisions for reviewing and appealing credit recommendations in the PLA process in order to maintain validity and reliability. It is further defined by such specifics of processing as feedback to students and evaluation turnaround time.

Research Questions

1. Who comprises the faculty involved in the evaluation of prior learning experiences, and what are their relevant credentials?
2. How and by whom should evaluator training and development needs most appropriately be ascertained?
3. Which specific training objectives need to be addressed in conjunction with evaluator responsibilities, as perceived by:
    a. assessment administration?
    b. evaluators themselves?

4. What functions do provision of adequate training and other compounding factors discharge in the performance of expert evaluators?
5. How and to what extent is quality assurance in the assessment process impacted and maintained through evaluator training and development?
6. What are the prevailing attitudes among faculty evaluators and assessment administration regarding evaluator training and development?

Application of Results

The results of this study will be submitted to the Assessment Center Director as partial fulfillment of a charge to assist in staff training and faculty development. Specific strategic recommendations will be made regarding evaluator training and development at NLU. Ultimately, in cooperation with the Director, a program to augment evaluator training will most likely be developed and implemented; the first session is tentatively scheduled for November, 1990. This ongoing process will enhance the current program and facilitate the competent assessment of experiential learning.

Plan

Research Design

This study utilizes a multi-pronged, comparative approach to explore existing problems and solutions. Research will be conducted both institutionally and extra-institutionally on several different levels which will furnish diverse perspectives on pertinent issues and provide varied input from which to draw conclusions and make recommendations. Figure 4 clarifies the various levels of the research design.

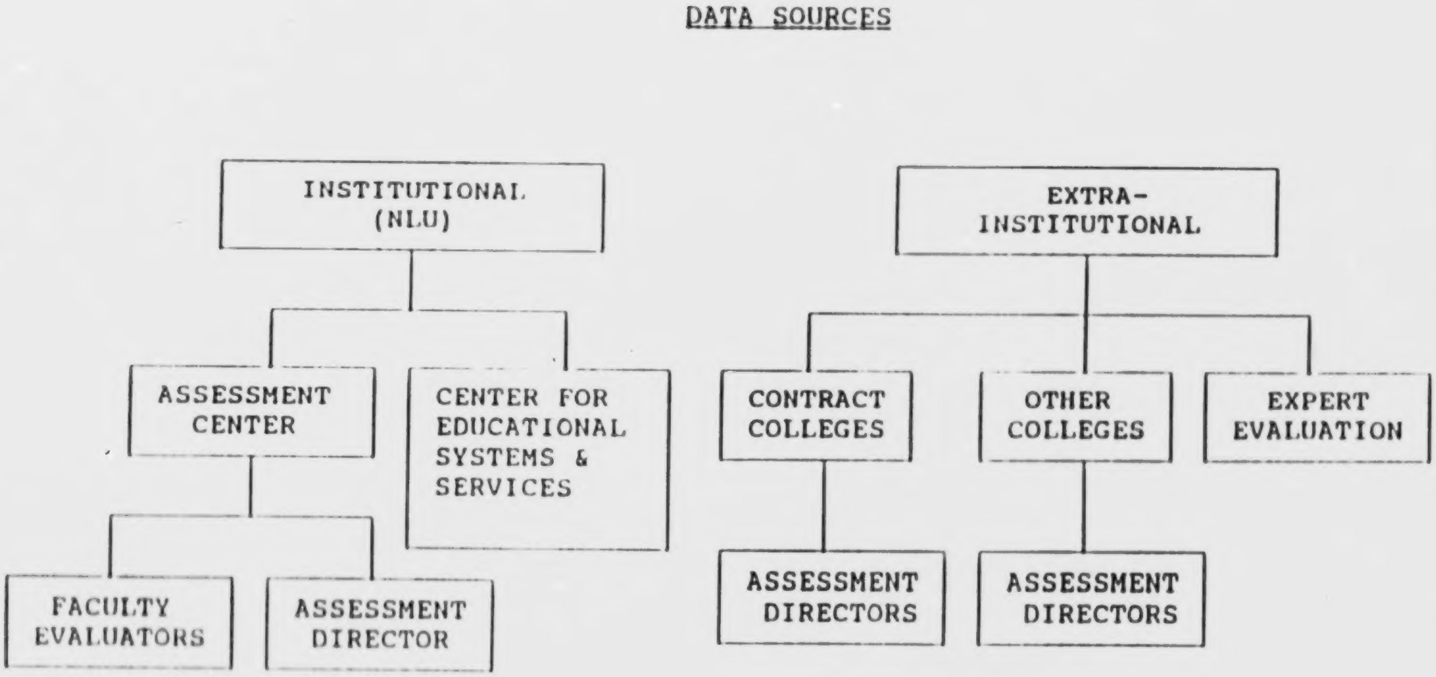

DATA SOURCES
INSTITUTIONAL (NLU)
ASSESSMENT CENTER
CENTER FOR EDUCATIONAL SYSTEMS & SERVICES
FACULTY EVALUATORS
ASSESSMENT DIRECTOR
EXTRA-INSTITUTIONAL
CONTRACT COLLEGES
OTHER COLLEGES
EXPERT EVALUATION
ASSESSMENT DIRECTORS
ASSESSMENT DIRECTORS

Figure 4. Diagram of the research design.

Population Description

Within NLU, the population consists of several sectors involved in the PLA process: 1) the Assessment Center Director, 2) all active faculty evaluators (approximately 40) and 3) the Director of the Center for Educational Systems and Services, which provides consulting expertise in nontraditional programs for adult learners to other educational institutions.

Extra-institutionally, the population is comprised of assessment directors: 1) from schools which are contracting with NLU's Center for Educational Systems and Services for degree completion programs (displayed in Appendix A, Educational Contracts) and 2) from other institutions with PLA programs. In all cases, evaluations must be accomplished through a narrative format similar to that in use at NLU. Six contract school assessment directors and eight other directors will be contacted. Following is a list of targeted participants ("C" indicates contract school):

1. St. Edward's University - Joseph O'Neal
2. Empire State College - Martin Thorsland
3. Thomas A. Edison State College - Deborah Dagavarian
4. City Colleges of Chicago - Sylvia Bush
5. College of St. Francis - Janine Hicks
6. Trinity College - Diane Gingrich
7. Governors State University - Otis Lawrence
8. Metropolitan State University - Leah Harvey

C 9. Friends University - Robert Ordway

C 10. Calumet College - Dan Mack-Ward

C 11. Concordia College - Jeanette Clonkey

C 12. Geneva College - Andrea Korcan

C 13. Nyack College - Kathy Vandenbergh

C 14. Wheeling Jesuit College - Carolyn Dalzell

An expert evaluation of NLU's program will also be examined. This independent assessment of overall needs was recently completed by Urban Whitaker, Founding Member of the Council for Adult and Experiential Learning and CAEL Regional Executive Officer, and will be summarized insofar as its applicability to this study.

Instrumentation

Cover letter. A cover letter will be sent to each subject as an introduction to the questionnaire, with different formats for assessment directors and faculty evaluators. Some of the directors' letters will include personalized notes based upon networking at professional meetings and institutional contract relationships. All cover letters will explain the purpose of the study as well as how the results will be used, and will be appropriately modified. Appendix F exhibits a sample letter to a director who has been personally contacted and has agreed to participate in the study. In Appendix G, an evaluator letter offers the possibility of future training sessions as an incentive to compliance.

Evaluator training survey for assessment directors. The Evaluator Training Survey appears in Appendix H. It defines the term evaluator (assessor) and seeks to identify specific practices and procedures in use. The items are arranged, for the most part, in sequence with the Research Questions previously set forth. Demographic items are included to proffer more detailed descriptions of subject institutions' PLA programs. Several questions have been adapted from Procedures for Reviewing an Assessment of Prior Learning Program,, a publication of the Wisconsin Extended Degree Comprehensive Assessment Plan (EDCAP). Appropriate modifications have been made in the faculty evaluator version, shown in Appendix I. This questionnaire also follows in sequence with the Research Questions, but revises items for evaluators' personal responses. A few items have been amended or deleted as deemed necessary for applicability to this population. The survey was pilot-tested by an evaluator to check wording and format and to arrive at an approximate completion time, of which respondents are informed in the cover letters. So as to minimize confusion upon return, the director survey will be printed on yellow paper and the evaluator survey on green.

Data Collection Procedure

The list of participants has been finalized in consultation with the Directors of Assessment and Educational Systems and Services, and the cover letters and questionnaires will be mailed to assessment directors and faculty evaluators via U.S. or intercampus mail. If completed surveys are not received within one week of the requested return date of August 20, 1990, non-respondents will be contacted by telephone and encouraged to reply. A response rate of 90 to 100 percent is anticipated among directors, but the evaluators' response rate will be ostensibly lower.

The Director of Educational Systems and Services may be asked to complete a director questionnaire, but a personal interview based loosely on the survey may prove more germane. The expert evaluation will be summarized from a study completed at NCE in December, 1989, with further clarifications solicited if needed.

Data Analysis Techniques

Data will be transformed to numeric coding and entered into an IBM-PC for processing by the Statistical Package for Social Sciences (SPSS). Category data will be derived from the variables involved, which are measured on either nominal or ordinal scales; therefore, nonparametric statistical techniques will be used. Descriptive statistics will be employed to describe the population and summarize its training needs. Numbers, modes, percentages and categories will be examined and distributions illustrated by means of such displays as frequency distributions, pie charts, cross-tabulations and block diagrams.

Schedule

The Gantt Chart of Events appears in Appendix J, showing that the research study will be completed so as to meet the deadlines for December graduation.

Budget

The Line Item Budget is shown in Appendix K. It indicates that, while the bulk of the research expenses per se will be covered by the Assessment Center, word processing fees will be paid from the researcher's personal funds.

Organizational Support

A copy of the letter of support from NLU's Assessment Center Director is shown in Appendix L. It validates the high priority of the thesis topic, offers assistance in conducting the study and specifies available resources.

Dissemination of Findings

The completed thesis will be submitted to the Assessment Center Director in discussion of and planning for faculty evaluator training sessions. It should provide both a representative overview of PLA programs in place and a more detailed picture of needs specific to NLU. Findings and recommendations will be shared with participants if requested.

External outlets for dissemination of the thesis findings will also be sought in order to contribute to the body of knowledge in the field of the assessment of prior learning. CAEL plans to conduct a national survey which might incorporate elements of this study. Its Annual International Assembly in November, 1990, might be another appropriate forum. The possibility of presenting papers at CAEL or other professional meetings will be explored.

Constraints

Limitations

The attempt to quantify evaluator training needs limits, to an extent, the breadth of possible responses. Provisions have been made to elicit additional ideas where feasible.

A comparative lack of experience in PLA on the part of a portion of the contract school directors will probably present another limitation to the study. Although this segment of the population has expressed concern with this issue, few have addressed their concerns in the relatively short duration, to date, of their programs (CESS Annual Degree Completion Program Conference, April, 1990). Most of the faculty evaluator development has been conducted by NLU's Center for Educational Systems and Services, producing potentially similar responses.

Delimitations

The decision to sample only 14 outside institutions, due primarily to time constraints, might limit generalizability to other institutions' PLA programs that could be produced in a larger-scale study. It will not, however, hamper a needs assessment for NLU's own program.

The restriction of the research to assessment directors and evaluators, excluding other assessment staff members (i.e., counselors), eliminates a potentially useful source of feedback. Assessment counselors typically process and expedite assessments, facilitate contact between students and evaluators, answer questions and interpret results and recommendations for students. In these capacities, counselors work closely with evaluators and observe the inconsistencies, confusion, indecisiveness and other difficulties intrinsic to the PLA experience. Although counselors would be able to suggest problem areas and potential training solutions in response to the quality assurance issue, for this research, their involvement would not render substantively different information. Their contributions might be useful in future research; NLU assessment counselors will presumably participate in upcoming faculty evaluator training and development sessions.

CHAPTER TWO

PROBLEM EXPLICATION, THE THEORY AND ITS EMPIRICAL POTENTIAL, AND NEED FOR STUDY

Problem Explication

During the past 20 years, colleges and universities have, in an effort to better meet the needs of increasing numbers of adult learners, become active in the assessment of personal learning occurring through life experiences. The issues involved in crediting non-collegiate postsecondary learning are numerous in terms of assuring academic viability and integrity. It has become incumbent upon providers of such nontraditional alternatives to maintain cadres of trained faculty evaluators who are not only skilled in the execution of prior learning assessment, but more fundamentally, who maintain a tacit understanding of the ramifications of experiential learning in higher education today.

Organizational Context

National-Louis University provides prior learning assessment services yearly for hundreds of adult students through the Assessment Center, located at its Lombard campus. The Center is staffed by a Director, four Assessment Counselors, an Administrative Assistant and an Office Assistant and coordinates the endeavors of approximately 40 active faculty evaluators. This study focuses upon that team of evaluators and their past, present and future training needs relative to assessing prior learning. For the sake of comparison, this researcher has further chosen to study evaluator training needs at 14 other institutions of higher education. Consultative recommendations will also be studied to clarify the role of evaluators in the experiential learning configuration.

History of the Problem

Experiential learning. The distinction between formalized instruction and learning derived from personal experience is hardly a new one. The historical and philosophical roots of experiential learning are strong. From earliest Egypt and Babylon, for example, experiential learning has remained crucial to training programs in various crafts and trades. Education in ancient Greece involved, rather than strictly transmission of knowledge, encouragement of participation in and observation of life and, as espoused by Plato, " only by helping . . . put in proper form the facts that . . . experience had already given" (Houle, 1976, p. 20). The Chinese, in the second century B.C., developed one of the earliest formalized systems of learning assessment, which endured for over two thousand years and tested practical qualities for leadership in the national public service. "By the period of the Sung Dynasty from 960 to 1279 A.D., when European universities were slowly coalescing into their original primitive structures, the assessment system of China was already highly sophisticated" (Houle, 1976, p. 20).

"The patterns of modern education were, to a remarkable degree, either born in or nurtured by the Middle Ages" (Scherich, 1973, p. 38). Houle (1976) identifies several systems of advanced learning which accepted personal experiential learning and developed during medieval times in Europe. Undoubtedly the apprenticeship system of craft guilds, based entirely upon pragmatic experiential learning, was one of the most important and enduring. Under this system, learners worked for master practitioners, acquiring knowledge, competence and appreciation of excellence within their crafts. The guilds established the training programs and regulated the nature and sequence of instruction. Learners progressed through the ranks of apprentice, journeyman and master by demonstration of knowledge and skill. The guild system of apprenticeship perseveres in Europe today and serves as a model for modern American trade union and vocational/technical training programs which supervise learning, certify quality and regulate conditions of employment.

The chivalric system, too, was almost entirely experiential. The general pattern of education evolved between the ages of 7 and 20, as learners progressed from personal servants to squires, ultimately achieving the status of knight. New skills were mastered at each level in the elements of courtly life, religious devotion and fighting. Chivalry imparted the knowledge base important for noblemen through "hands on" training followed by competency based assessment.

The final mode of medieval experiential education identified by Houle "was a sporadic and often unorganized continuation of learning throughout life that occurred in monasteries, courts, and private libraries" (1976, p. 24). Adult scholars such as Machiavelli sometimes sought to supplement their studies by means of the distillation from direct experience of underlying concepts and principles. Although this form of education never developed into a single system per se, it was, perhaps, the precursor of modern self-directed study.

In subsequent centuries education, including experiential learning, has undergone constant modification. Societal forces such as nationalization, industrialization and the rise of relatively widespread literacy manipulated its nature, scope and form. New educational patterns and institutions evolved as a consequence of societal growth and transformation. University tradition began to give way in light of the demise or alteration of other educational systems based on experiential learning. Self-guided lifelong learning became inadequate, and by the second half of the nineteenth century an urgency had developed in colleges and universities both overseas and in the U.S. for a combination of systematic scholarly instruction and experiential learning. John Stuart Mill, in his 1867 inaugural address as Rector of St. Andrews University in Scotland, eloquently redefined education, distinguishing between formal instruction and experiential learning. "Whatever helps to shape the human being - to make the individual what he is, or hinder him from being what he is not - is part of his education" (cited in Houle, 1976, p. 27).

Through the remainder of the nineteenth century and into the twentieth, debate continued over the merit of integrating theoretical with practical study. Houle (1976) cites the transcript from a conference of college officials in Chicago in 1871, which "shows that some of the excesses of experiential learning with which we are all too familiar today were also practiced by our professional ancestors"

(p. 28). Then, as now, the relevance of experience to the conceptual was scrutinized, yet planned experiential learning flourished.

Supplementary firsthand experience and laboratory experimentation began to emphasize practical application of knowledge. A pioneer in this practice was William Osler, a Johns Hopkins University Professor of Medicine who required his students to perform autopsies and observe patient treatment in the hospital wards. Internships, practica, guided simulations and field work became essential elements of training in many professions. Moreover, technical and vocational schools proliferated to meet the demands for assimilation of specialized skills and theoretical understanding.

The mid-twentieth century saw dramatic changes in postsecondary education, precipitated by changes in the society and in the educational objectives of students. "Community colleges and vocational institutions multiplied in number and became vital elements of the system, broadening access to learning and providing diverse educational opportunities. Interest in nontraditional education encouraged more flexible programming. Learning in extrainstitutional circumstances became more common" (Miller & Mills, 1978, p. 4).

Houle identifies World War II as the genesis of the trend "to educate the student so that he knows not only how to solve problems but also how to deal with normal conditions of life" (1976, p. 30). Thus field trips, clinical training, lab instruction, arts series, student teaching, conducted tours, study abroad and other nonclassroom activities have become important avenues for combining abstract and concrete learning through sponsored educational experiences. As the American education system expanded to incorporate these elements into the curriculum and integrate them into the credit system, new frameworks and methodologies emerged, resulting in one modern system embracing both theoretical and experiential learning.

Alternative programming. This expanded modern system, however, still fails to completely meet the needs of certain kinds of students, most of whom are adults. Houle (1976) remarks on four such groups:

1) those who acquired their experience before their theory
2) those who prefer or require self-directed, self-guided learning
3) those who desire guided but personalized, and usually experiential, study programs and
4) those who wish to compile a record of previous learning through various means into the basis for further study toward a college degree.

Even in the late 1800s, a few postsecondary institutions recognized this failing and attempted to meet the needs of adult students who found the traditional college or university model lacking through opportunities for independent study or waiver of subject area requirements. This type of situation intensified significantly after World War I, when extension degrees became increasingly common, and again after World War II, when systems such as the Advanced Placement Program (APP) and the College Level Examination Program

(CLEP) were instituted to award college credit on the basis of educational assessment of prior experience.

CLEP, administered by Educational Testing Service, is probably the best known credit-by-exam program. Others include the ACT - Proficiency Examination Program (ACT-PEP), administered by the American College Testing Company, and Defense Activity for Non-Traditional Educational Support (DANTES), originally available only to military personnel but now available to civilians as well. Faculty members from a variety of institutions determine subject matter, write the tests, which are similar to final exams in undergraduate courses, administer them to develop national norms and assist in establishing academic policy in regard to these interinstitutional examination programs. In addition, colleges such as Ohio University, Thomas A. Edison State College and the University of the State of New York (New York Regents) sponsor other large scale credit-by-exam opportunities. All of these standardized achievement tests are designed to reflect college-equivalent course work in specific subjects and are administered nationally at college and university testing centers.

In 1954, Brooklyn College was perhaps the first undergraduate postsecondary institution to award credit to adults based upon faculty assessment of previous experience. The University of Oklahoma in 1957, and others soon to follow, began to design degree programs specifically for adults based upon

> a shared belief in the educative power of direct and usually unguided experience, a value that Mill celebrated more than a century ago and that Adlai Stevenson expressed even more strongly: "What a man knows at sixty that he did not know at twenty may boil

> down to something like this: The knowledge he has acquired with age is not the knowledge of formulas, or forms of words, but of people, places, and actions - a knowledge not gained by words, but by touch, sight, sound, victories, failures, sleeplessness, devotion, love - the human experiences and emotions of this earth and of oneself and of other men; and perhaps, too, a little faith, and a little reverence of things you cannot see" (Houle, 1976, p. 32-33).

The evolving experiential learning movement continued to gain momentum, becoming quite widespread during the 1970s. In fact, the burgeoning practice of "awarding academic credit based on noncollege learning achievements signals one of the major learner-centered innovations of the 1970s" (Cargo, 1982, p. 1). Mandell and Michelson (1990) also see this practice as one of the most significant recent breakthroughs in higher education.

> Acknowledging the educational validity of students' prior learning and translating that learning into college credit has both righted the traditional injustice against individuals whose education has taken place outside the academy and enriched the academy itself. In institutionalizing prior learning assessment, colleges and universities have given new life to the interaction among cultures of knowledge and informed our understanding of the relationships between learning and practical activity (Mandell & Michelson, 1990, p. viii).

Harking back to John Dewey (1938), these innovations recognized that people are shaped and modified by their experiences and have the ability to learn from them. Furthermore, they acknowledged that "an increasing amount of lifelong learning is taking place outside the traditional academic environment." (Dychtwald, 1989, p. 150), and that in response to the diversity in student population, "the form and function of education will need to conform to the more adult lifestyle" (Dychtwald, 1989, p. 151).

External degree programs began to be cultivated in the 1970s as rejoinders to the drastic changes in student clientele. These programs have embraced radical alterations in curricula and institutional arrangements by allowing students to complete degree requirements "by virtually every possible means of earning credit, in accordance with the guidances of the institution" (Cabell & Hickerson, 1988, p. 140).

Empire State College of the State University of New York, for example, was the first major college designed specifically for adults, utilizing both individualized instruction and in fact, individualized degree programs to grant credit for college-level learning irregardless of how it was gained. Learning contracts are widely employed to measure experiential learning outcomes at this alternative institution founded in 1971.

In the same year, Metropolitan State University in St. Paul, MN, was organized as an upper-divisional university with the mission to serve adult students. This is accomplished through the framework of flexible, competency-based education and assessment. One of the offerings of DePaul University in Chicago is a similar competence-based degree for adult learners.

The University without Walls was established at the University of Massachusetts (Amherst) in 1972 to open the university to those who were eager to learn but had previously been excluded due to discrimination, logistics, or other reasons. This external degree program offers portfolio development and prior learning assessment as integral components of individualized college degrees.

Unconventional institutions such as these have been developed to extend new types of learning experiences to new clienteles in unaccustomed ways. All of these programs are organized on an achievement basis, and many specify no definite time for completion. Components include flexible scheduling, credit for prior learning, credit by exam, contract learning, and individualized degree planning. More difficult to fit into the conventional credit conception, "these challenges put a premium on innovation and flexibility and force the administrative process to be adaptable to new ideas" (Folger, 1978, p. 204).

The early classical curriculum of the university "was rigidly prescribed as to sequence, content, and location with few options available to the student" (Knapp, 1977, p. 1). In the 1970s, though, universities continued the crusade begun more than a hundred years earlier "to try to deal more creatively than before with experiential and scholarly learning, balancing them in various curricula and institutions" (Houle, 1976, p. 33). Initially that meant stretching beyond isolated textbook instruction toward direct supplementary experiences. Now it includes examining "how guided or unguided experience (often community-based) can provide the skill, knowledge, and sensitiveness that colleges and universities can accept as worthy accomplishments, even, in some cases, for the full satisfaction of degree requirements" (Houle, 1976, p. 33).

Houle (1976) suggests that this shift in philosophy once again entails the invention of many innovative structures, concepts and processes and most importantly, cultivation of a new, accepting attitude that appreciates the educational value and worth of all experience. Smith (1986) concurs that active learning does, indeed, take place outside the college and identifies these three characteristics of such learning:

1) it is personal
2) it is purposeful
3) it is powerful

"Personal learning continually changes (the learner), developing behavior, skills, knowledge and attitudes into a unique set of hidden credentials" (Smith, 1986, p. 20).

Learners seldom think, however, about the importance or even the existence of this type of learning or its impact on their lives. Hence, colleges and universities are redoubling their efforts to help adult learners identify, analyze and evaluate personal learning and to benefit from the empowerment that comes with its recognition. In the 1980s more than 500 colleges were identified which awarded credit through prior learning assessment (Hyenga, Adams & Rowe, 1981; Simosko, 1985), with Cargo (1982) estimating that as many as one in three colleges and universities was using assessment to grant credit. Certainly these numbers have multiplied in successive years with the continual expansion in design and implementation of PLA programs.

> The faculty and administration involved have experimented with alternative structures . . . and, in the process, evolved a whole new area of academic practice. The institutions that have been involved run the gamut of American higher education: from small, private institutions to large state systems; from residential campuses to external degree programs; from community colleges to universities. In some cases, the institutions have their origins in the educational experimentation of the early 1970s and an explicit commitment to

> nontraditional students. Others have only recently focused on new populations of students for whom the evaluation of prior learning is central to academic endeavor (Mendel & Michelson, 1990, p. 50).

Although it is not certain precisely how many colleges currently offer older students credit for prior learning, Wilson (1990) estimates the number at 700 to 1,000. "The plans started on campuses about 15 years ago and have blossomed as the number of nontraditional students either entering college for the first time or returning to finish their degrees has grown" (Wilson, 1990, p. A35). Simosko (1988) cites institutional and foundation support (W.K. Kellogg, Ford and Carnegie, among others) as significant contributors to the spread and acceptance of prior experiential learning.

In conjunction with assessment of prior learning, numerous additional credit-bearing options have been cultivated. Departmental challenge exams and faculty-created tests are available at most institutions. Evaluation of various licenses and certifications is often possible. External degree programs incorporating distance learning, college correspondence courses and independent studies are flourishing. Validation degree programs such as Thomas A. Edison College of New Jersey and the New York Regents Degree continue to prosper. "Never before in the history of the United States have there been so many flexible opportunities for adults wanting or needing college credit or a degree" (Simosko, 1985, p. 16).

The Project on Noncollegiate Sponsored Instruction (PONSI) has greatly furthered the cause of PLA. In 1974, this joint venture of the American Council on Education (ACE) and the New York Board of Regents implemented the evaluation of corporate and professional training programs for college credit equivalency. At the request of sponsoring agencies in business and industry, ACE member faculty judges the quality of traditionally operated formal courses in noncollegiate settings. Teams of reviewers conduct evaluations, produce course descriptions and establish recommendations for type and amount of credit to be awarded; results are published annually in ACE's National Guide to Credit Recommendations for Noncollegiate Courses.

ACE similarly effects a national program to establish credit equivalencies for military training and formal courses, although this program began as early as 1945. Military occupational specialties (MOS) are also reviewed in accordance with ACE policies and credit recommended if deemed appropriate. The annual Guide to the Evaluation of Education Experience in the Armed Services publishes all recommendations. "These (ACE) credit determination methods are firmly established and are used by most colleges and universities" (Cargo, 1982, p. 1).

A more flexible, more individualized means of establishing prior learning that links student knowledge and skills to goals and educational programs is portfolio assessment. "A fundamental concept that underpins most portfolio assessment programs is that the assessment process itself should have significant educational value" (Cargo, 1982, p. 20). While the portfolio process may incorporate other credit determination methods such as ACE/Military courses or challenge exams and specific guidelines and requirements vary widely, the portfolio customarily entails written documents analyzing, describing and documenting college-level competence. "Although students are not guaranteed to receive academic credit for their noncollege learning based solely on completing a portfolio" (Cargo, 1982, p. 20), it provides another viable alternative for the adult student seeking to communicate and validate prior learning.

This, then, is the essence of prior learning assessment through alternative programming - to provide formal recognition for extrainstitutional learning by a variety of means.

> Full and effective use of all educational resources is a worthy educational and social goal. Social equity requires that equivalent learning regardless of where and how it is achieved be incorporated into the system of rewards for learning and competency . . . . Through reliable and valid assessment of extrainstitutional learning, more persons can be enabled to enter college and work successfully toward degrees and other academic goals (American Council on Education, 1987, pp. 2-3).

Implications for prior learning assessment. Because nontraditional programs in PLA developed so rapidly in the 1970s, they were the focus of a great deal of national attention. This rapid growth and diversity of experiential programs coupled with the use of experiential learning assessment as a recruiting and marketing device have resulted in serious misgivings about credentialing standards (Knapp & Jacobs, 1981). As demand has increased for college degrees, institutions with less than adequate standards offering "quick and dirty" degrees have multiplied concomitantly. "These institutions, which may be licensed to do business but have not been accredited or accepted as candidates for accreditation by federally recognized accrediting bodies, should not be confused with institutions with fine programs that offer . . . credit for noncollege learning" (Cargo, 1982, p. 2). This tendency to confuse reputable assessment programs with "diploma mills" is one result of national exposure and demand.

The Task Force on Educational Credit and Credentials undertook a two year study (1974-1976) to determine how postsecondary education's system for awarding credit and credentials can be modified or improved to best meet current educational and social needs. In 1977, the Task Force issued a report with two major purposes:

1) to increase awareness of the need to accommodate learning attained in a variety of settings and under a variety of sponsorships, and
2) to recommend changes that would improve the quality of information conveyed by academic credentials through adoption of effective and consistent policies and practices.

Several of the Task Force's fifteen recommendations address the issues of nongovernmental accreditation through peer review, development of alternative programs as valid means of certifying educational accomplishment while promoting lifelong learning, and, in the evaluation of extrainstitutional learning, "demonstration of accountability to all constituencies - students, employers, external monitoring agencies, government, peer institutions and others who . . support (institutions) or have an interest in their operations" (Miller & Mills, 1978, p. 242).

After years of rapid growth in both adult degree programs and prior learning assessment, educational institutions themselves are calling for guidelines and assistance in improving the quality of their programs. Adult learners, their sponsoring employers, and the accrediting community are also paying increasing attention to quality assurance. New initiatives in the areas of improved practices and quality assurance are being undertaken. Raising standards, however, must be based upon certain underlying assumptions, the first of which lays the foundation for assessment:

1) Adult capability for college-level learning independently
2) Academic integrity in practice and perception
3) Acknowledgement of genuine extrainstitutional learning
4) Appropriately qualified personnel for assessment
5) Commonality among practitioners
6) Protection against conflict of interest and unethical processes
7) Effective evaluation and re-evaluation of policies and procedures

Only through acceptance of these assumptions in their entirety can institutions hope to establish and maintain the highest standards in prior learning assessment. (Tate, 1990).

Credentialing bodies. Accredited colleges and universities with alternative educational programs subscribe to national and regional guidelines in setting program standards and procedures, according to Cargo (1982), and students report a high degree of satisfaction with them. The American Council on

Education (ACE) is the primary coordinating body in the U.S. for postsecondary education, working through voluntary and cooperative actions.

At least two ACE components concern themselves specifically with alternative educational programs for adults. The Commission on Higher Education and the Adult Learner focuses on issues of public policy, institutional self-assessment and cooperation among associations dealing with adult learners. The Commission on Educational Credit and Credentials gives continuing attention to improving the quality of information conveyed by these means. As an arm of the Office of Educational Credit, the Commission fosters high standards and sound practices for evaluating and acknowledging extrainstitutional learning. Some of the aforementioned credit equivalency programs such as PONSI and CLEP operate under the auspices of this Commission. Its Statement on Awarding Credit for Extrainstitutional Learning is a schematic for developing policies and procedures.

The Council on Postsecondary Accreditation, while not an accrediting body itself, evaluates national and regional accrediting groups, recognizing those which meet criteria of quality and performance. It publishes an annual compendium of institutions and programs which have, in turn, been evaluated by the recognized accreditors and determined by their peers to meet acceptable levels of educational quality.

Regional accrediting associations, which function through voluntary compliance, and self-regulation, emphasize educational quality through the evaluation of institutional programs in relation to the program's own goals and objectives. These accrediting bodies, which work to formulate procedures and criteria that promote sound education, were initially uncomfortable with alternative programs (Knapp & Jacobs, 1981). However, "the trend has been toward greater flexibility in the application of standards and the adoption of procedures for considering and evaluating innovative and nontraditional programs as special cases" (Miller & Mills, 1978, p. 213). Rather than setting comprehensive standards, regional associations require institutional standards for credit to be based upon sound educational principles.

The majority of state coordinating and governing agencies for higher education review and approve new programs, and many also have procedures for reviewing ongoing programs. These procedures usually relate to factors such as need, cost, potential quality and relationship to other programs within the state. Such state chartering and licensing measures serve to legitimize operations in alternative education.

These and other diversely intentioned organizations and associations, albeit essential to the field of higher education, do not completely satisfy the need which has arisen with the advancement of prior learning assessment for reliability and credibility within this new arena of specialization. Keeton (1976) points out the need for accepted standards of credentialing experiential learning, recognizing that testing and criticism are essential to the justification of such efforts. He further maintains that improvements in assessment and credentialing will "enlarge our vision of the aims of education" (Keeton, 1976, p. 18).

Due to a similar concern for practices and standards of the 1971 Commission of Non-Traditional Study, the Cooperative Assessment of Experiential Learning (CAEL) was formed in March 1974. It began as a three year research project of Educational Testing Service (ETS) in Princeton, NJ, and was funded by a grant from the Carnegie Corporation. CAEL's objective was to test the feasibility of doing valid and reliable assessment of learning occurring beyond the college classroom, and the project was carried out by ten colleges, ETS and a committee of 15 educators. The needs on which they focused were threefold: to know what was happening in experiential learning across the country, to deduce how to evaluate its outcomes and to find ways to meet the demand for swift improvement in practices.

During the ensuing years from 1974 to 1977, 243 postsecondary institutions became active members in CAEL, with 27 of them serving as research work field sites and others developing their own assessment of prior learning models (Council for Adult and Experiential Learning, 1986). A multitude of working papers, formal publications, student guides, faculty handbooks, accounts of institutional models and technical reports resulted from the project.

At the end of that period of research and development, and through the urging of participating institutions, CAEL was chartered with the Regents of the State of New York, becoming, in February 1977, an independent non-profit association of institutions and individuals called the Council for the Advancement of Experiential Learning. A new objective accompanied the new name: to give equal priority to the assessment of experiential learning and to the development of improved learning opportunities.

Over the next five years more than $1,500,000 was awarded to CAEL by the W.K. Kellogg Foundation for institutional development of colleges and universities in their use of experiential learning; over 750 institutions utilized these funds (CAEL, 1986). Grants from the Lily Endowment and the Fund for the Improvement of Postsecondary Education also furthered the mission of CAEL. In cooperation with the Kellogg Foundation and partner institutions, CAEL mounted a nationwide effort between 1979 and 1985 called Project LEARN, developed to expand both traditional CAEL services and new adult learner services.

In 1985, another name change sought to more precisely reflect CAEL's current commitments, and the Council for Adult and Experiential Learning emerged as a leader in the realms of experiential learning assessment and the expansion and improvement of educational services for adult learners. Today members hail from 50 states and from five foreign countries. Beyond providing services and information to these members, CAEL serves additional institutions and educational professionals yearly through national assemblies, workshops, training and orientation meetings, public presentations, a newsletter and numerous other publications. Many different vehicles are available, through CAEL Central and its 20 regional offices, by which members can "contribute to a rapidly growing national effort to provide increased educational opportunity to adult learners" (CAEL, 1986, p. 2).

As the major quality assurance medium in the field of experiential learning assessment, CAEL has answered Gartner's suggestion for a set of standards which, although not intrinsically superior or inferior, are different from the norm. "The task, then, is clear: to establish standards and procedures of assessing and credentialing experiential learning that have a quality of rigor of their own -- separate from but equivalent to those used regarding the traditional mode of learning" (Gartner, 1976, p. 40). The continual updating of such standards is one of CAEL's principal aims.

Current Status of the Problem

The surge in numbers of adult college students has caused many institutions to emphasize programs appropriate to specific educational objectives of the new clientele, as predicted by Ferguson (1978). His challenge endures to make reality the goal of integrating the reliable and valid assessment of students' achievements as a systematically applied component of the educational program. Among institutions, a good deal of diversity characterizes the development of assessment strategies. Indeed,

> one virtue of our decentralized system of education is that individual institutions can adopt new approaches, and administrative changes can be made to accommodate new bases for credits and credentials, new ways of managing the education process, and new roles for faculty members (Folger, 1978, p. 215).

Specific procedures, educational philosophies and policies vary widely.

Nonetheless, it is incumbent upon institutions assessing prior learning to set appropriate program standards against which that learning is measured in keeping with accepted guidelines. The setting of prior learning standards at NLU is an ongoing process. The assessment program prototypes are continually scrutinized and periodically revised. However, one of the most crucial links in the evaluation chain, the evaluators of prior learning themselves, is perhaps one of the most neglected. To some extent at NLU, as elsewhere, evaluators and their qualifications are too often not considered a potential problem. Assumptions are frequently made that all evaluators should be faculty and conversely, that all faculty should be evaluators. As Whitaker points out, however, "all assessors (evaluators) should be experts, but not all experts, including teachers, necessarily make good assessors" (1984, p. 190).

As a result of the present study's initiation, the NLU Assessment Center has begun to examine a number of salient questions, including:

1. Who are our evaluators?
2. Who should be our evaluators?
3. How can we train our evaluators for excellence in performing their assessment functions?

The current attitude of inquiry presents a challenge for the entire assessment staff.

Importance of the Problem

The Assessment Center is a vital yet alterative element of NLU's degree completion programs, inasmuch as formal recognition of prior educational accomplishment is central to modern educational philosophy. The Center is expanding its services to include, for the first time, graduate students from the College of Education. Standardized CLEP and DANTES exams will be offered under its auspices beginning in October, 1991, and the feasibility of departmental challenge exams and interviews is being studied in an endeavor to revive NLU's proficiency program. As the sponsor of these activities, the Assessment Center continues to grow and develop, increasing and refining available options.

Student, staff and evaluator frustrations continue, however. Although the Center Director has historically attempted to insure student satisfaction with the assessment process, this is sometimes difficult due to discrepancies in expectations of various parties to the process. Students may be unclear on evaluator criteria, as may evaluators themselves; assessment counselors find themselves second-guessing both students and evaluators. Frequent expressions of these difficulties and misunderstandings make it quite clear that program values, assumptions and standards must be explicitly delineated to all those involved in PLA. The task of programming for relevant training and development is a complex and difficult one and the basis for this study. Specifically, what are the training needs of faculty evaluators and how can they be suitably addressed? This researcher will analyze the questionnaire responses of evaluators and assessment directors at NLU and other postsecondary institutions previously mentioned in order to ascertain quality assurance concerns, formulate a program of remediation and begin implementation through an evaluator workshop scheduled for October, 1991.

The Theory and Its Empirical Potential

Theoretical Foundations

Faculty roles. "The college teacher potentially has an extraordinarily complex, rich composite picture of what a teacher looks like and does, or at least should look like and do" (Lacey, 1983, p. 96). However, the range of faculty responsibilities can vary in relation to the institution's values and priorities (French-Lazovik, 1982). Along with many modifications in educational philosophies and systems have emerged questions regarding and challenges to the role of faculty in higher education. Methodological innovations derive from an attempt to better serve a new student population and consequently induce innovation in faculty function. Folger (1978) describes new faculty activities and new accountabilities for faculty efforts as direct outgrowths of such innovations. Educators today have the opportunity to "strengthen the faculty role . . . and contribute to both the survival and quality of higher education" (Loacker & Palola, 1981, p. viii).

Loacker (1981) characterizes the nature of the institutional change process as either diachronic (gradual, spontaneous change happening eventually through time) or synchronic (planned simultaneous change in support of a conscious decision). Apart from any specific institutional approach to change, theories of contemporary teaching and learning have evolved through various forces and influences, broadening the faculty role from that of listener to recitation, to imparter of all knowledge, to orator, active learner, curriculum developer and contributor to society (Bradley & Bolman, 1981). "Faculty members have gradually moved from the scholarly realm of teacher/researcher/evaluator into uncharted areas and are assuming a multiplicity of roles" (Knapp, 1977, p. 2). Faculty are responsible for designing courses of study and defining degree requirements, competence levels and standards. In addition to facilitating learning and providing input on its goals and outcomes, faculty plan, implement and evaluate programs, analyze curricula and examine what methodologies work best for which purposes (Knapp, 1977).

Dewey and the pragmatist school of thought, proponents of practical versus purely conceptual knowledge, see the faculty role as "one involving an articulation of the relationship between theory and practice" (Bradley & Bolman, 1981, p. 21). An emphasis on practical knowledge and alternative experiential learning options have clearly influenced faculty teaching styles in drawing connections between theory and practice. The onslaught of adult clientele has again forced the development of new approaches and teaching styles as facilitators of "the transference from conceptual learning to real life situations" (Bradley & Bolman, 1981, p. 25). Dressel and Marcus (1982) also define faculty as motivators and facilitators of learning, who themselves display a pervasive, yet directed curiosity. They participate with their students in a continuous learning process through "reflection on experience, both previous and subsequent, elaboration upon these reflections, and application of principles and generalizations derived from prior experiences" (Dressel & Marcus, 1982, p. 204). The passive character of many classroom learning situations is cited by Freire (1972) as one of the chief drawbacks of traditional education. He portrays education in this sense as

> an act of depositing, in which the students are the depositories and the teacher is the depositor (of knowledge). This is the banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing and storing the deposits (Freire, 1972, p. 58).

Rather than merely transmitting or "depositing" knowledge, however, faculty can be significant forces in the implementation of cognitive learning, as outlined in Bloom's Taxonomy of Educational Objectives, through comprehension, application, analysis, synthesis and evaluation.

For some, adult and alternative learning signal enigmatic change in the role of higher education professionals. "Faculty will have a particularly difficult time maintaining their role as a result of recent changes in the larger society that have already had a significant impact on higher education" (Bradley & Bolman, 1981, p. 19). In reality, the current nontraditional movement, which Miller (1975) characterizes as personal counseling in combination with individualized learning, occasions a metamorphosis of traditional faculty thought and activities.

> The one aspect of future society that is clearly defined is change itself. Tomorrow's (educator) must be prepared to re-examine existing competencies and values and to alter them to meet the demands of accelerated change. Thus the educated person in the future must be flexible, a self-directed learner (Hoover, 1980, p. xi).

Bradley and Bolman urge faculty to assume vigorous leadership in "raising questions about basic educational assumptions and traditional purposes of acquiring knowledge" in order to "reassess themselves as professionals and clearly define their role" (1981, p. 28).

Faculty development. Hoover exhorts that "mastery of subject matter does not automatically qualify one for effective teaching" (1980, p. 335). Quality professionalism in the field cannot be achieved

> without an attack on the norm that teaching competence is innate and that it, therefore, need not be rewarded or be subject to hard and deliberate work . . . . Like all other scholarly pursuits, teaching must be open and subject to peer participation (Mauksch, 1981, p. 16).

The art of teaching includes various components which are unrelated to content, such as educational process (methodologies and strategies), assessment of learning and evaluation skills. In addition,

> control over conditions of practice, access to appropriate resources, and the respect earned for being a teacher are basic ingredients as important to quality teaching as are command of the subject matter and techniques of presentation (Mauksch, 1981, p. 15).

Professional development, therefore, should be directed toward more effective teaching performance and is one means to the larger end of learning, not an end in itself. By nature it must be diagnostic, providing support and encouraging development and expansion of teaching methods and techniques within a framework of achieving positive results (Miller, 1975; Hoover, 1980). Educators are themselves adult learners, "learning professionals" with a need for systematically updating working knowledge and skills through self-development, structured exchange, and peer support (Cheren, 1979). A "commitment to learn how to aid the development of others along with the commitment to develop one's own skills forms the nucleus of faculty development" (p. 22).

Unfortunately, "faith in a connection between faculty development and improving teaching has not yet reached a point where faculty development receives a clearly defined and substantial amount of institutional support" (Eble, 1983, p. 121). Eble does point out, though, that faculty development is generally being emphasized more than in the past. "Faculty development in a formal way, supported both by external and internal funds, is a modest phenomenon of the seventies" (Eble, 1983, p. 121).

Despite changing administrational attitudes toward professional continuing education and the recognition that "how teachers learn on the job and how they continue to learn about teaching is one key to maintaining teaching excellence" (Eble, 1983, p. 120), all development efforts still depend upon the willingness of faculty to continue learning. Centra (1976) concluded from a survey of 756 colleges and universities that "teachers who wanted to get better were the group most involved (in faculty development efforts) while those needing improvement were . . . least involved" (p. 59). Eble (1983) agrees with the conclusion that "there is probably no better way to drive faculty away from a program than to identify it as a service for the inadequate" (Centra, 1976, p. 59). Institutions must, instead, "create a climate conducive to learning and foster activities that result in learning" (Eble, 1983, p. 120).

It is critical that this climate extends to beginning teachers, who need practical advice about teaching. Eble (1983) observes that, in this respect, American universities may fall behind their British counterparts, since they require initial training programs during a staff member's first year, whereas American universities for the most part leave development of teaching skills to the individual. Lacey (1983) views helping junior faculty to find their places in the profession and encouraging connections with appropriate role models and mentors as a major focus for any faculty development program.

"But, there is still room for and need for keeping learning opportunities open for faculty members throughout their careers. Good teachers do continue to learn" (Eble, 1983, p. 131). And while professional development issues differ within organizations and in response to various individual developmental transitions, these issues impact "faculty growth, commitment, productivity, morale, and compatibility with the expectations of the university setting and . . . professional roles" (Cytrynbaum, Lee & Wadner, 1982, p. 11).

Effective faculty development, i.e., that which elicits the participation of the faculty most in need of development, is heavily dependent upon encouragement and support from all levels of administration. An additional invaluable element, according to Eble (1983), is a cadre of teachers recognized as outstanding which serves as a resource for the faculty development program. Furthermore, effective programs are generally low key and strictly voluntary due to the resistance of professors to being taught what they assume they already know. Lacey (1983) suggests that a successful faculty development program should focus on coalition building or networking, identifying important common interests that can best be fulfilled by working with others.

> A politically astute program acknowledges, respects and plays to faculty strengths and should not be perceived as looking for weaknesses to overcome or errors to rid itself of. It assumes that faculty see themselves as concerned, effective teachers and seeks to build support groups based on that foundation . . . . And a successful program should be pragmatic rather than ideological in emphasis. It is not a repository for right answers about effective teaching but a place to explore a faculty member's individual questions . . . . It will address the needs that teachers themselves bring forward (Lacey, 1983, p. 99-100).

Even professionals, often enough, can underestimate their need for help and fail to realize that potentially useful resources are available. In the wider, more nontraditional view of the purpose of higher education, one of the most frequent obstacles to progress, however, is the absence of such an appropriate resource, according to Cheren (1979). "If teachers are to continue learning as teachers, there must be inescapable reinforcement of teaching, opportunities to develop in these directions, and rewards that attach to participation" (Eble, 1983, p. 135). In order for this to occur, "creating a climate in which teaching is a vibrant, satisfying, and ponderable activity may be the basic condition" (Eble, 1983, p. 140), thus maximizing the unifying potential of faculty development, with the craft of teaching becoming a "bond across departments, across disciplines, even across profoundly different styles" (Mauksch. 1982, p. 16). Kidd (1973) also sees the teacher as an artist and craftsman who "needs to take over some of the attitudes, such as the concern about skill, the devotion to self-improvement, the slow maturation of skill that is the hallmark of the genuine craftsman" (p. 297). Faculty development can nurture these attitudes and help teachers realize their potentials.

Experiential learning theory. A most simplistic definition of this phenomenon is "learning by doing." Empirically, "it consists of what is given to the individual by his immediate environment and, cumulatively, by the sum total of all that he has learned" (Bills, 1985, p. 501). Simosko (1988) defines it as "learning in which the learner is in direct contact with the realities being studied or practiced to achieve a level of competence in a particular skill or knowledge domain" (p. 8). Experiential learning is lifelong and may be intentional or incidental, highly focused or seemingly almost at random. In essence "the term experiential learning . . . serves to describe legitimately most of the learning that occurs in our lives" (Simosko, 1988, p. 8), perhaps representing what Dewey calls "the organic connection between education and personal experience (1938, pp. 19-20). Often diverse and highly individualized, it differs from classroom learning primarily in terms of educational input, rather than learning outcomes, and exists in a multitude of forms. Far from a new occurrence,

> today, more than ever before, educators are recognizing the importance of such sayings as "there is no substitute for experience" and "experience is the best teacher." The world of experiential learning is being described, explored, and mapped in ways that will enable academic institutions to utilize this kind of learning more effectively (Nesbitt, 1977, p. 2).

Experiential learning is based on the precept that knowledge is necessary on two complementary levels: 1) informational competence (conceptual grasp or KNOWING) and 2) practice (behavioral performance or DOING) (Duley &

Gordon, 1977). The significance of experience or practice in the educational process has been elucidated across generations of twentieth century educators such as Lindeman, Bloom, Freire, Kolb and Coleman.

Lindeman and his pragmatic-progressive colleagues advocated many concepts shared by modern day adult educators as outlined by Stewart (1987), including:

> the centrality of the learner's experience, learner growth as the basic aim of education, a process orientation rather than a goal orientation, problem emphasis rather than a subject emphasis. . . . and teacher as facilitator (p. 140).

Lindeman's fundamental assumption that the resource of highest value in adult education is the learner's experience reflects the influence of Dewey and is later mirrored in Knowles' (1968) premises for andragogy, the art and science of teaching adults (Stewart, 1987). It was Lindeman who prophesized the leap of adult education from the restraining boundaries of educational institutions to become integral with life and work activities" (Sheckley, 1987, p. 6).

Bloom (1965), as related earlier in this text, describes the activity of thinking in a hierarchical order beginning with awareness and proceeding through knowledge, comprehension, application, analysis, and synthesis to evaluation.

> Ideally we are seeking a problem which will test the extent to which the individual has learned to apply the abstraction in a practical way. This means that the problems should have some relation to the situations in which (the student) may ultimately be expected to apply the abstraction (Bloom, 1965, p. 125).

Freire (1972) proposes that education for freedom enhances human dignity through dialogue and ends in action. The learner modifies his basic perspectives on reality through a critical, active process.

> Apart from inquiry, apart from the praxis, men cannot be truly human. Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other (Freire, 1972, p. 58).

Similarly, Coleman (1976) differentiates the experiential learning mode from the traditional (information assimilation) based upon the active nature of the process and the source of information. Experiential learning is more inductive in nature, with information coming from acting or observing action, versus traditional deductive learning from symbolic sources such as lectures or reading. In Coleman's model, experiential learning emanates from: 1) information from action and observation, 2) applying information in specific instances, 3) understanding general principles and 4) re-applying general principles in new situations.

The experiential learning theory of Kolb (1984), too, describes adults as active learners who shape the reality they perceive rather than passively receiving it. Building on other theorists such as Dewey, Lewin and Piaget, Kolb has postulated that learning involves a cycle of four processes.

> Ideas or skills are grasped through concrete experiences or abstract concepts. For learning to occur, the ideas or skills must also be transformed, through reflective observation or active experimentation, to fit into an individual's existing perspectives or capabilities (Sheckley, 1986, p. 11).

Brookfield (1987) particularly emphasizes the reflective process as essential to adult development and learning, which demands relating new situations to previous ones and contemplating alternative ways to thinking.

Thus while experience is seen today as the sine qua non of learning, it is widely recognized that "experience alone does not generate new learning; (however,) neither does the college classroom" (Sheckley, 1988, p. 176). A new interplay has unfolded between various educational providers, and its impact on tradition has been immense. Institutions have incrementally extended and re-interpreted the very meaning, though not the aims, of higher education, eliminating or at least making more difficult to discern some of the acute distinctions between traditional and nontraditional education (Knapp, 1977).

"College and university teachers have too long assumed that the important activities of a course are those that go on in the classroom under their direct supervision" (Dressel & Marcus, 1982, p. 208). Cross (1979), though, refers to our culture as "the Learning Society," which, due to factors such as escalation of the rate of change, demographics, and increased competition in the labor market, consists of a rich mixture of learning resources and in which colleges and universities provide only about a third of the organized instruction available for adults.

> Schools no longer have a monopoly on education . . . no educational provider has any monopoly on the learning market. Clearly, education for adults has burst explosively from its physical boundaries, and learning is now acknowledged to be in the individual rather than in the buildings and professors of the ivied halls. Once learning is perceived as a characteristic of the learner rather than an offering of the provider, attention is shifted from teaching to learning. It is that shift that will revolutionize education (Cross, 1979, pp. 8-9).

An expanded view of what types of knowledge are worthwhile within an academic framework has produced questions of how that knowledge can or should be transmitted and assessed. The nature and means of acquisition of experiential learning in contradistinction to classroom learning "require the consideration of . . . techniques that have not been widely employed in higher education (but which) . . . should have corresponding benefit for higher education generally" (Knapp & Sharon, 1985, p. 5). Methods of teaching and assessing which "take fully into account the individual character of students and their learning experiences" (Knapp & Sharon, 1985, p. 5) are certainly relevant in any educational setting. The intellectual inquiry into the meaning of knowledge and education and learning has always revolved around the assessment or evaluation of that learning, which is "at the heart of the educational process at any level and in almost every context" (Simosko, 1988, p. xii). In the case of experiential learning, the "burden of proof" lies more heavily with the learner to describe and document learning outcomes, but also with the faculty evaluator in terms of measuring and comparing those outcomes to college level expectations and criteria.

Experiential education. In a broad sense, experiential education is an off-campus, nonclassroom learning activity which may take place under the auspices of an educational institution (sponsored experiential learning) or independently thereof, usually prior to matriculation (nonsponsored or prior learning). While some forms of experiential education are well-known through many years of use, others are newer and less familiar.

Sponsored experiential learning includes such diverse offerings as cross-cultural experiences, cooperative education (work-study programs), pre-professional training, preparatory internships and apprenticeships, social and political action opportunities, personal growth and development programs, career exploration, field research activities and career or occupation development placements. These types of educational experiences have been designed in response to "the educational goals of (today's nontraditional student which) extend beyond the normal goals of the traditional educational system" (Duley & Gordon, 1977, p. 2). The sponsored experiential learning environment supplements classroom learning by providing "opportunities for application, analysis, synthesis, and evaluation of knowledge (required for) the full development of one's potential in the cognitive domain" (Duley & Gordon, 1977, p. 6). While college classrooms and labs provide students with theoretical background, accumulation of information and essential skills, college-sponsored field work affords the opportunity to apply this learning in practical situations, thus making the learning truly relevant (Nesbitt, 1977).

Nonsponsored or prior learning of what is studied in a particular college course occurs in personal, professional, and avocational life. It may ensue from internal interests or more practical needs. Sources include life accomplishments, work and careers, hobbies, community service and self-directed learning projects. "In recent years there has been a significant increase in the kinds of areas that are assessed for credit and, therefore, in the kinds of students who are being encouraged to use the various credit-bearing options" (Simosko, 1988, p. 64). Cabell and Hickerson (1988) note that a number of ways have been developed for ascertaining prior learning (e.g., placement tests, proficiency exams, evaluation of licenses and certifications, portfolio development), and a variety of program models have been established for translating assessments into academic credit.

Assessing experiential learning. Whether assessing sponsored or nonsponsored experiential learning,

> institutions face a variety of problems in introducing procedures for assessment of experiential learning . . . and implementing new assessment techniques into existing administrational procedures, academic policies and organizational structures (Willingham & Nesbitt, 1976, p. 1).

Assessment is complicated by the fact that the learning has usually not been acquired under direct supervision of faculty and may involve competencies not typically included in comparable college courses. The unanticipated learning and uncontrollable constraints typical of experiential learning situations challenge the assessment process and the people who attempt to evaluate learning outcomes (Duley & Gordon, 1977).

Prior learning assessment, in particular, while a viable option for numerous adult students who would otherwise not be afforded recognition of their accomplishments (Cabell & Hickerson, 1988), presents certain discrete challenges for evaluators. By definition, PLA addresses all of an individual's college-level learning, no matter when or how it was learned. Yet the distinction between mere experience and actual learning is crucial in assessment. While personal life is an important potential learning environment,

> it is clear that there is no necessary correlation between experience and learning. It is important to recognize the difference between experience that is relatively easy to describe and to measure and learning that is relatively difficult to assess (Breen, Donlon, & Whitaker, 1977, p. 40).

The PLA process is further "complicated by the personal nature of the portfolio, which assumes that no two portfolios can ever be the same" (Cabell & Hickerson, 1988, p. 149). In this assessment mode, evaluators constantly face differing situations, extenuating circumstances and uncontrollable variables. There exist few steadfast regulations, and flexibility must be the norm. Institutional guidelines for assessment practices are needed in order to offset these compounding factors insofar as possible.

Because of the complex factors and uncontrolled environment involved in experiential learning, it is more difficult for students to recognize and articulate what has been learned. Therefore, the assessment process must assist students in reflecting upon and organizing their learning. In order to accomplish this, the process should be open to unexpected learning in addition to the stated objectives and should have educational value of its own. Formative assessments are one way of achieving this through educative evaluator feedback. The process itself, besides promoting reflection and self-assessment, serves as a foundation for effective future learning. "Evaluation in order to develop greater congruence between goals, objectives, and outcomes is what is needed" (Duley & Gordon, 1977, p. 51).

Simosko (1988) maintains that although the process of assessing experiential learning is different from the process of assessing classroom learning, the same kinds of academic judgements about what a student knows and can do are required. Hence, expected learning outcomes must be defined and criteria for success clearly demarcated, as in classroom practice. However, experiential learning assessment "must focus only on the outcomes of the learning" (Simosko, 1988, p. 63), rather than inputs evaluators might ordinarily provide in classroom instruction. The specific assessment method must be appropriate to the subject matter under evaluation and to the products, performances, and external documentation presented as evidence of learning. Learning must be equated to that expected for a comparable college-level curriculum. "Assessment is about generating evidence and making judgements of an individual's competence, by comparing his or her performance against the established criteria" (Mitchell, 1987, p. 2). While there exists no "absolute standard" for assessment, it is essential for evaluators to strive for a high level of reliability.

Evaluator development. Cheren (1979) examines the effect on faculty development of the rapidly increasing proportion of middle aged and older adult learners and finds that the prevalence of more innovative practices and increased focus on individualized and experiential learning necessitates professional growth.

> Meeting the needs and preferences of returning students requires an approach to facilitating the learning of others which is different, more difficult, and more demanding than traditional methods required to achieve the same ends" (Cheren, 1979, p. x).

Cabell and Hickerson (1988) agree that thoughtful development efforts should be launched to "help faculty work with the increasing numbers of learners with wide ranges of abilities, interests, and life experiences" (p. 132). While continuing professional development is basic to lifelong learning for all faculty, those involved in more innovative practices such as assessment of experiential learning face an even greater imperative to continue to learn in the field (Cheren, 1979). Kidd (1973) acquiesces that skill development is fundamental to the continuing education of teachers, noting that specific teaching styles and roles may require special kinds of skills, few of which are easily acquired without some effort.

The role of experiential learning evaluator is one such instance requiring special skill and effort.

> The individualized and often highly unique nature of experiential learning poses a number of problems for the faculty members and administrators charged with the assessment of that learning . . . . Assessment must, therefore, be placed in the hands of an "expert" (Reilly, 1977, p. v).

Reilly (1977) stresses that these "experts" must be properly prepared to conduct assessments of learning, whether derived from sponsored or nonsponsored experiences, in order to assure equity both for the institution and the student. Preparation for this specialized form of assessment cannot be ignored where quality assurance is at stake. It is not reasonable or prudent to immerse traditional faculty in the experiential learning arena and expect them to function with only familiar techniques useful in a classroom setting. "Assessors need to learn their jobs and strive to do them consistently and fairly over time . . . . Decisions . . . need to be right and to elicit agreement among other experts on a regular basis" (Simosko, 1988, p. 65).

In the early days of prior learning assessment, little attention was given to formal preparation of faculty evaluators, despite the fact that "faculty assessors are at the heart of every PLA program, and selecting and training them is an ongoing process that is critical to the program's success" (Craig, 1990, p. 19). Unfortunately, this situation still prevails all too often, with perhaps the exception of initial faculty orientation.

The first step in evaluator development is so obvious that it is often overlooked, but "the task of choosing appropriate assessors (evaluators) is a critical and difficult one" (Reilly, 1977, p. 2). As noted previously, "all assessors should be experts, but not all experts, including teachers, necessarily make good assessors" (Whitaker, 1976, p. 190). Evaluator recruitment ought to be viewed as a weighty issue with ramifications for students and assessment staff alike. Sometimes assessment is a mandatory faculty function, while at other institutions it is a voluntary "extracurricular activity" for regular faculty. In some cases, additional hiring may be needed to properly staff a PLA program, or release time arranged for existing personnel (Willingham & Nesbitt, 1976).

Whitaker (1976) offers useful criteria in evaluator selection which he labels "essential assessor characteristics":

1) subject matter expertise (appropriate to the specific learning being

claimed)

2) psychometric expertise (knowledge of the assessment process and appropriate techniques and instruments)

3) familiarity with case data (all sources of information about learning outcomes)

4) objectivity (unbiased judgment based on the evidence)

5) motivation (for thorough and equitable assessment, and to maximize qualifications as experts in subject matter and in assessment)

Interestingly, these "essential assessor characteristics" parallel closely David and Parker's (1979) suggested characteristics of the ideal doctoral candidate advisor, especially with regard to competence, adherence to standards and integrity. Teachers beyond the classroom situation apparently face many similar personal requirements in the interest of maximizing learning possibilities.

Although not all evaluators will possess each characteristic, "careful identification and selection of expert judges can considerably simplify the task of preparing assessors" (Reilly, 1977, p. 4). Ultimately, PLA directors will decide what specific evaluator characteristics and qualities are required or desirable for their programs and then recruit appropriate faculty by finding ways to make participation appealing to them. Such "rewards," according to Craig (1990), could include release time from other duties, awards or recognition days, or research opportunities. For some, the opportunity to work with a different student population might be sufficiently appealing.

> As a rule, few colleges spend much time or money on helping faculty assess learning. Initial training offered to faculty in many assessment programs is often the only exposure faculty have ever had to good assessment (Simosko, 1988, p. 69).

Informal tutoring by program advisors is probably the most commonly utilized faculty training method, in conjunction with occasional seminars and workshops; a group or team approach is seldom used unless a faculty member requests specific assistance from colleagues or the subject matter is of an interdisciplinary nature (Cabell & Hickerson, 1988).

Simosko (1988) remarks that, as subject area specialists, faculty are assumed to automatically know "what students should know and how best to determine whether a particular student has achieved the expected learning" (p. 69). However, basic concerns in assessment must be studied, requiring a new set of professional knowledge and skills. Even if evaluators feel sufficiently adept at specific programmatic practices, "there is still a need to become conversant with assessment techniques, methods and knowledge outside (the) program or institution and to apply this awareness . . . within (the) institution" (Knapp, 1979, p. vii).

Development of faculty resources, however, is one of the most important components of the experiential learning program, including faculty and staff training in PLA techniques. This component bears upon all other aspects of the program, suggesting a mutually dependent relationship within the overall system (Willingham & Nesbitt, 1976). Such issues as the extent and character of training needed, the number of staff needing such training, faculty resistance to training, *clarification of faculty responsibilities* and the relationship between nontraditional and traditional academic programs and faculties need to be addressed.

Whitaker (1989), in what has become "the Bible of prior learning assessment," sets forth ten academic and administrative standards for assessment with underlying principles and consequent procedures, two of which are particularly relevant to this discussion:

Standard IV -	The determination of competence levels must be made by appropriate subject matter and academic experts.
Standard X -	All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development.

Even for those faculty with expertise in classroom learning assessment, professional development is essential in support of experiential learning assessment. "Research indicates that judgments of different assessors can vary considerably and systematically if they have had limited experience or if assessment guidelines are not clear" (Whitaker, 1989, p. 60). Evaluators need to understand experiential learning and be proficient in methods for its assessment, writing evaluations, interpreting standards, and enhancing accuracy of assessment (Whitaker, 1989; Willingham, 1977). Whitaker (1989) and Willingham (1977) further suggest the importance of supervised experience for new evaluators in assessing learning and awarding credit so that their emerging personal standards will more closely align with those of the institution. Written guidelines and faculty evaluator training activities are necessary to achieve and maintain consensus on assessment issues.

The role of the faculty evaluator in PLA is similar to some extent to that of the faculty advisor in a sponsored experiential learning program. In both instances, the primary concern is to appraise the experience and to assess what has been learned from it. Both evaluator and advisor provide feedback, help frame the proper questions for interpreting experiences and, ideally, suggest new ways to think about a particular problem or experience (Nesbitt, 1977).

Special problems are associated with prior learning, however. Often it cannot be equated to traditional course offerings. The educational rationale may even differ from that of traditional programs. Measurement techniques vary in applicability to various types of experiential learning, and evaluators need to know, choose and be able to apply appropriate techniques. such as essays, product assessment, interviews. oral exams, simulations and performance assessment. In addition to identifying learning outcomes like the faculty advisor in a sponsored situation, the evaluator must determine whether the learning acquired in a nonsponsored setting is college level.

Reilly (1977) concludes that even "expert judges are often quite fallible" (p. 6). Assessment necessarily involves a certain amount of error, either systematic or random (Willingham & Nesbitt, 1976). While systematic error involves a consistent bias in a particular direction and is wrong "consistently, dependably, predictably and reliably" (Willingham & Nesbitt, 1976, p. 26), random error occurs by chance and with fluctuations due to unknown causes, thus resulting in decreased reliability in assessment. Although "it should be recognized that absolute consistency of assessment can never be attained . . . clearly the consequences of incorrect judgements will need to be considered and a balance struck" (Willingham & Nesbitt, 1976, p. 24).

Fortunately, assessment experts agree that it is possible to correct or alleviate many of the errors evaluations make. One way to do this is to make standards more explicit and objectively defined. Evaluators will not always regard an assessment in precisely the same way, but the foundations from which they proceed must be identical; this postulate is central to faculty evaluator development.

> Since many of the problems with judgmental assessment stem from individual assessors operating with different standards, a goal of any institution wishing to improve its assessment should be to ensure that assessors are operating within a common framework of values and criteria (Reilly, 1977, p. 18-19).

Cabell and Hickerson (1988) also urge that clearly articulated standards and well-monitored procedures, along with competent evaluators and sound assessment processes, are needed to maintain quality in evaluation.

In addition to periodic reviews of assessment results, evaluator training sessions are elemental in promoting consistency in the application of assessment standards. "The greater the number of faculty . . . involved in the evaluation of learning, the harder it will be to achieve and maintain consistency" (Willingham &

Nesbitt, 1976, p. 24). Consequently, evaluators need to understand the kinds of learning being evaluated and the levels of evidence required before credit can be awarded. Refinement of standards of acceptable performance and achievement for academic recognition, both for classroom-based and experience-based learning, is mandatory for trustworthy and equitable educational assessment.

> Sound standards are central to the credibility and acceptance of credit for experiential learning. When carefully developed, appropriately applied, and closely monitored, standards assure the student, the school, and the public that credit awarded is credit awarded for college-level learning, and that the amount of credit is appropriate and fair (Knapp & Jacobs, 1981, p. 24).

How, then, can evaluator development promulgate accurate measurement and evaluation? Simosko (1988) finds that most training programs for faculty evaluators focus on the traits of adult learners and how they may differ from "traditional" college students. They also help faculty begin to think in terms of learning outcomes, standards, and alternative assessment methods. Evaluator development programs can assist faculty "to evaluate as well as value the different strengths individuals possess" (Simosko [Ed.], 1988, p. 23).

Evaluators need, and training programs can provide the opportunity to network with others skilled in the assessment process, a decisive factor in evaluator success.

> . . . It is rare to find a learner who does not need advice and prodding or at least the loan of a friendly ear from a peer, a mentor, or a group of professionals during the learning process. Educators offering individual study programs have long noted that considerable contact with other learners, mentors, facilitators or advisors is requested frequently by the (adult) learners in their programs . . . there is little reason to suspect it will be any different for (faculty

evaluators) (Knapp, 1979, p. vi).

Craig (1990) recommends group training sessions with participation by experienced "model" evaluators and influential administrators who support and are committed to PLA. In addition, outside experts with good teaching skills are highly desirable for conducting faculty training in conjunction with resident PLA directors and staff. Workshops, conferences and seminars, on or off campus, are typically offered in support of teaching and are useful in support of PLA as well. Lacey (1983) suggests that familiar types of low-risk activities minimize a perceived threat while reinforcing commitment to professional activities and encouraging participants to broaden their own understanding of significant learning and assessment issues. Forrest, Knapp and Pendergrass (1976) admonish that

> training workshops and appropriate materials should be developed to stimulate creative thinking in selecting and designing measurement techniques for many types of learning outcomes, to improve the capabilities of assessors in writing concise and appropriate evaluations . . . and to increase the reliability of the judgment of assessors who must make decisions regarding the actual awarding of credit based on a portfolio process (p. 177).

Knapp (1979) further posits that while peer and group work in a workshop or seminar setting is beneficial for some learners and for some learning objectives, not all objectives and activities for evaluator development need to be bound to that type of instructional setting. Craig (1990), for example, identifies a need for exposure to the literature of adult education and theory which can be approached by means of regular handouts or newsletters apart from a group setting. Whitaker

(1989) states the desirability of having appropriate instructions and reference materials, including a faculty handbook, available to evaluators at all times for individual use. And Lacey (1983) condones individual consultations with experts by faculty request on various relevant aspects of learning.

Whatever the approach to evaluator development, there can be no doubt that quality prior learning assessment is impossible without it. In a territory full of different and unfamiliar concepts, faculty are obliged to consider the issues involved in the development of a new realm of expertise. Each institution active in PLA needs to weigh its own particular needs and design a means of meeting those needs, for the sake of its students, its faculty and the very integrity of the institution itself.

> Thus, training programs offer an exciting opportunity for professional development, reflection, and intellectual inquiry into what is really important in a particular field of study. Faculty who learn . . . will find the assessment process professionally satisfying and enriching to their work as teachers, evaluators, and, ultimately, of course, adult learners (Simosko, 1988, p. 69).

Relevant Evidence

The number of empirical studies in the realm of faculty evaluator development per se is limited, perhaps because of the difficulty in collecting "hard data" in the field. Experts agree unanimously that development must be undertaken, but few have carried out studies on the effectiveness of specific methods and activities, or even on the distinctive training needs that exist. Perhaps, too, the fact that this domain has not historically been highly valued in part accounts for the scarcity of relevant empirical studies.

The mid to late 1970s yielded the majority of work done on strategies for assessing prior learning. The CAEL Validation Report (1976) was originally conceived in the fall of 1973, as assessment was becoming a major priority in higher education. It was a developmental work, but also incorporated a series of validation studies to begin to address questions raised by the new interest in crediting prior learning, such as adequacy of assessment procedures, their equity and educational soundness, protection of students and academic standards, and the role of institutions as credentialing agents. Basic data for the field research was collected at 24 sites. The CAEL project was organized in three overlapping stages. The development stage involved production of new assessment procedures and materials. In the second stage, validation, the products of the development stage were tested and improved. Thirdly, in the utilization stage, the previous work was made available to professionals concerned with PLA.

Two conclusions of the Report, in particular, are relevant to the issue of faculty evaluator development. "One implication is a need for better institutional guidelines regarding assessment practices; another is a need for faculty development programs—a need that seems likely to continue for some time" (Willingham, 1976, p. viii-7).

Both conclusions relate to a weakness in portfolio assessment that may ensue from the absence of a well-trained evaluator resource. "Results suggest that there is danger of fairly substantial discrepancies in credit awards if faculty judges are inexperienced" (Willingham, 1976. p. viii-8). Inexperienced or less experienced evaluators may make radically different credit awards because of differences in the assumptions they make about what learning is creditable, what might overlap with other learning, whether learning is current, and so on. These assumptions need to be uncovered and discrepancies readdressed through discussion of policies and guidelines. According to Willingham (1976), this should be done in the initial evaluator development phase, and then periodically for purposes of quality control.

In 1975 and 1976, a small site visit study wad conducted at 80 CAEL member institutions using PLA. In this study, once again,

> . . . findings point clearly to a need for placing the skills needed for assessment and planning and implementation of programs in the hands of those individuals who are responsible for maintaining academic quality—the faculty. Workshops or seminars could fulfill this need . . . (Knapp, 1977).

In response to this finding, the CAEL Faculty Development Program was begun using a "train the trainers" model. CAEL originally trained 12 faculty teams from various institutions throughout the country in assessment skills and strategies for changing resistant attitudes toward experiential learning. Each team then trained 10 to 12 other teams on a regional basis, with the second wave of trainees conducting workshops on their own or nearby campuses. Again, two conclusions from this program impact the present study. First, faculty workshop programs should emphasize "hands on" experience with assessment problems. Secondly, "if workshop models are not possible, frequent faculty meetings or an apprentice system should be encouraged" (Knapp, 1977, p. 18).

The Commission on Educational Credit of the American Council on Education appointed a Task Force on Educational Credit and Credentialing in 1974. The ensuing two-year study was funded by a grant from the Carnegie Corporation. The Task Force deliberated on and analyzed problems and issues, producing working papers and in 1977, a final report endorsed by the ACE Board of Directors, including a set of 15 recommendations for improving recognition of educational accomplishment and credentials.

Due to the importance attached by the Commission to assessing learning attained in extrainstitutional settings, researchers concluded that qualified faculty should predominate as expert evaluators. Since few faculty have been formally trained in PLA, "with only moderate effort devoted to improving their evaluation skills," (Miller & Mills, 1978, p. 233) the Task Force suggested

> faculty development programs on evaluation as one means for improvement, and the inclusion of evaluation competencies in graduate programs for preparing new faculty members as another (Miller & Mills, 1978, p. 233).

A related recommendation reiterated that awarding of credit for extrainstitutional learning should fall under the auspices of faculty. Therefore, the Task Force directed, in line with previous CAEL findings, that "increased attention to evaluation procedures and techniques is necessary in the assessment of nonsponsored prior learning and that faculties are obligated to be informed about policies and procedures" (Miller & Mills, 1978, p. 234).

Knapp and Jacobs surveyed 330 CAEL member institutions in 1979. Their purpose was twofold: 1) to determine what was being done in setting PLA standards and 2) to determine what should be done in setting those standards. Practices were ascertained from a 65 percent response rate, with respondents identifying major and alternative methods used for awarding credit for prior learning.

One important finding from this study was the "disappointingly high proportion" (Knapp & Jacobs, 1981, p. 9) of institutions awarding credit on the basis of experience rather than learning. Furthermore, the researchers concluded that many institutions rely excessively on the expert judgement of faculty without the benefit of a consensus about PLA standards. While a majority of programs at that time provided evaluators with general assessment guidelines (79 percent), only 38 percent offered professional development workshops, and a mere 27 percent made available an assessment handbook as an aid to evaluators (Knapp & Jacobs, 1981).

A new CAEL institutional survey is currently under way as part of a joint project with the American Council on Education to improve PLA programs. Data on assessment and evaluation practices was collected during the summer of 1991; a preliminary report of this study indicates a 47 percent response rate, with 1,732 completed surveys returned from the 3,694 schools contacted. Recommendations and an action plan can be expected to yield similar concerns and suggestions in regard to the paramount issue of faculty evaluator development in an overall climate of quality assurance.

Need for Study

Role of the Thesis

An increase in the adult college student population and the resultant flourishing practice of awarding academic credit for prior experiential learning has resulted in a need for faculty expertise in the technical aspects of prior learning assessment. Program staff must be aware of and sensitive to these needs as the primary providers of appropriate training and development opportunities. Quality assurance in PLA is largely dependent upon faculty evaluator preparation and performance.

From selection to initial orientation to continuing professional education, decisions regarding faculty evaluators influence the academic integrity of any PLA program. Administration along with faculty must take responsibility for ascertaining training and development needs, outlining specific objectives and addressing these factors in an appropriate manner. PLA has gained recognition as a valid educational alternative, but a review of the literature has disclosed an urgency in maintaining that validity through attention to criteria and standards in assessment.

This thesis will help to identify some specific professional development needs, an objective seemingly lacking in most previous studies of assessment practices. Administrator and evaluator input will reveal personal perceptions and attitudes pertaining to PLA. Empirical data on the assessment process is limited by its very subjective nature and by the considerable number of uncontrollable variables inherent in such a quantitative educational topic. Nonetheless, awareness of the relationship between training and execution along with an understanding of the theoretical basis for excellence in evaluations will be beneficial to the entire assessment staff.

Potential Impact on the Thesis

This study has the potential to affect and ultimately improve the PLA process both directly through progressive evaluator training, and indirectly through consequently enlightened assessment counseling practices. The parameters of this research extend beyond quantitative constants into the affective perceptions and needs of a specific group of evaluators. Assessment staff will be able to utilize these findings to design and implement faculty evaluator training programs as one means to the end of improving prior learning assessment practices.

CHAPTER THREE

METHODS, RESULTS, INTERPRETATIONS, AND RECOMMENDATIONS

Methods

Design

This study utilized a multi-pronged, comparative approach to identify training and development needs specific to faculty evaluators of prior learning experience essays. It emphasized both problematical and remedial aspects of prior learning assessment in regard to faculty roles as part of a larger effort to develop a more comprehensive program of continuing professional development for NLU faculty evaluators.

Subjects

Two discrete populations were surveyed in the course of the study, the first of which was comprised of internal or institutional (NLU) data sources. Preliminary and follow-up interviews were conducted during the summer of 1990 with Cynthia Scarlett, Director of the Center for Educational Systems and Services, a unit providing consulting expertise in PLA to contract institutions. In addition, Ms. Scarlett previously served as director of NLU's Assessment Center. Her work with multiple educational institutions enables her to experience problems and solutions from a more pluralistic perspective.

Thirty-nine active NLU faculty evaluators were identified and surveyed, with 30 evaluators (77%) completing and returning questionnaires. Some of these evaluators had up to 12 years of experience in PLA and have completed hundreds of essay evaluations, while others were much newer to the process and relatively inexperienced. The current NLU Assessment Center Director was also asked to participate in the study by completing the Evaluator Training Survey for Assessment Directors.

The second population included in this study was external or extra-institutional and consisted of 14 directors of PLA programs; eleven directors (79%) responded. Six directors were selected from colleges which have contracted with NLU's Center for Educational Systems and Services, with a response rate among this group of 100%. Eight directors from other postsecondary institutions with well-known PLA programs were also contacted, but only 5, or 63%, returned questionnaires. Additionally, an independent assessment of NLU's degree completion program by Urban Whitaker of CAEL is reviewed for the purpose of abstracting appropriate recommendations.

Instrumentation

A personalized cover letter was sent to each participant explaining the study's purpose and intent. Each also received the appropriate questionnaire, depending upon professional status. Faculty evaluators received a 24-item questionnaire, while assessment directors received a similar albeit somewhat modified questionnaire containing 25 items. Both surveys were based on the Research Questions explicated in Chapter One of this study and included several queries of a demographic nature. While the majority of items allowed a multiple-choice response, participants were also given an opportunity to provide expanded feedback and personal comments. Surveys were color coded for the two groups.

An open-ended interview based loosely on the surveys and the findings of an expert program evaluation have served as additional sources of information for summarization in the present study.

Procedure

After the list of participants was finalized in consultation with the directors of the Assessment Center and the Center for Educational Systems and Services, cover letters and surveys were mailed to faculty evaluators and assessment directors. Subjects were asked to complete the surveys from their respective viewpoints, circling all applicable responses and writing in comments where pertinent. A return deadline was noted on the questionnaires to encourage timely completion. Due to time constraints and a fairly healthy response rate, non-respondents were not contacted at the deadline date as originally planned.

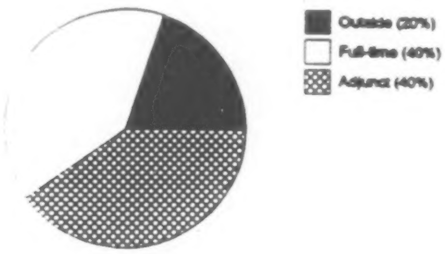
Data was transformed to numeric coding and processed via IBM-PC by the Statistical Package for Social Sciences (SPSS). Category data was derived from the study variables and measured on nominal or ordinal scales, and nonparametric statistical techniques were applied. Frequency distributions were the primary data summaries generated in response to research questions.

Results

Demographic Characteristics

Among NLU evaluators participating in this study, 40% are full-time university faculty members, and another 40% are adjunct or part-time faculty members. The remaining 20% of respondents categorize their positions as outside experts employed specifically for the purpose of PLA. The evaluator status distribution is illustrated in Figure 5.

Figure 5. NLU evaluator status distribution.



Extrainstitutionally, 100% of assessment directors indicated that faculty members are most often involved as evaluators in PLA. Fifty percent include assessment staff members in the evaluation process, while 25% of the programs utilize faculty committees in addition to the other personnel. As at NLU, 20% of directors also employ outside experts as evaluators.

Nearly half (40%) of the NLU evaluators report having been recruited for PLA by assessment staff members, compared with 27% who responded to a general invitation to faculty. Relatively few (23%) evaluators have been specifically recommended for that role, either by their department heads or by fellow evaluators.

Assessment directors at the institutions surveyed also identify staff recruitment as the primary means of selecting evaluators; 82% employ this tactic. However, 64% also recruit through general faculty invitation, while 45% take advantage of recommendations.

For the purpose of determining degree of activity, evaluators and directors were asked to estimate the average number of assessments performed over a one-year period. NLU evaluators disclose a wide variance in numbers of assessments (see Appendix M), although the majority perform from 11 to 50 per year; this category appears to be the norm for evaluators at the other institutions as well. No directors report evaluators averaging in excess of 100 evaluations per year.

The great majority of NLU respondents have served in PLA for a considerable length of time: few inexperienced evaluators participated. Slightly more than ½ (53%) report a tenure of 6 or more years, and over ¼ (27%) have been involved for 4 to 6 years. Of the remaining evaluators, 10% have 1 to 3 years' experience, while another 10% have been involved in PLA less than a year.

Faculty who evaluate in each of the content areas available for PLA at NLU took part in this study; many of those evaluators perform assessments in multiple areas. In a related query, directors identify similar PLA content areas, although only ½ of those available at NLU are offered for assessment at all responding institutions.

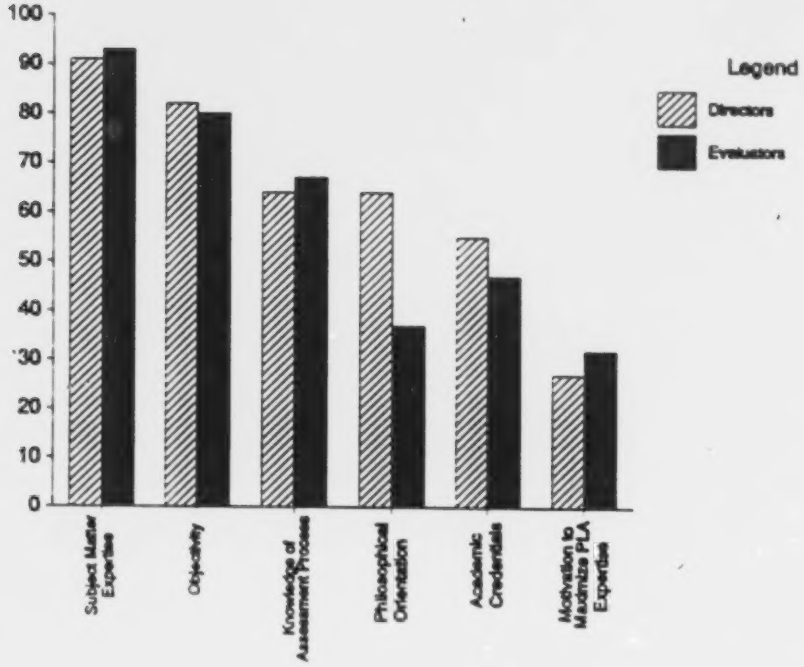
The size of PLA programs in terms of the number of evaluators involved during the past year ranges from a program with no more than 10 evaluators up to two programs employing more than 50 evaluators each. Appendix N illustrates the disparity in program size. The mode of the distribution is represented by the category of 11 to 20 evaluators, with 4 institutions employing a PLA faculty of this size.

The size of PLA programs based upon the number of portfolios processed during the past year also varies greatly. One program reports a portfolio income of less than 50, and several an income of more than 500 portfolios. Appendix O depicts the variation in program size.

Other Descriptive Statistics

In relation to evaluator credentialing and qualifications, directors and evaluators are in fairly close agreement as to the relative importance of 6 performance characteristics. The most crucial characteristics for both groups is subject matter expertise, followed by personal objectivity. Other factors are rated quite closely by the two groups with the exception of philosophical orientation. A striking discrepancy is revealed here, with 64% of directors rating this characteristic as very important in contrast to the 37% of evaluators rating it this highly. The least important factor for directors and evaluators is motivation to maximize expertise in PLA, with the majority of both groups rating this as only somewhat important to evaluator performance. Figure 6 portrays the predominantly high degree of importance attached to the various characteristics by both groups of respondents.

Figure 6. Evaluator characteristics rated as "very important."

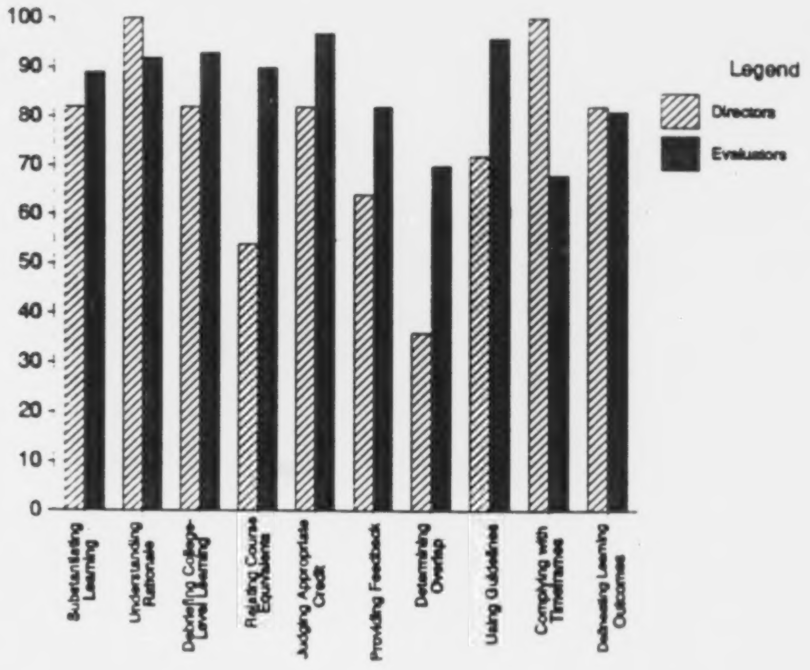


Methods of ascertaining evaluator training needs practiced most widely by directors are very similar in frequency to those suggested by evaluators themselves. The method used by all directors and recommended by 83% of evaluators derives, in point of fact, from evaluator questions and suggestions. Both groups cite assessment staff observation as another important tool with an average response of 71%. Less salient but still of concern to both groups (35% average response) are student challenges or complaints as a form of diagnosis. Sixty-four percent of directors view training needs assessment as an on-going process, and 55% conduct needs assessments on a regular basis, either formally or informally. A scant 27% of directors attempt to assess need only when some type of concern is expressed by an evaluator.

Half of the directors surveyed hold mandatory orientation/training sessions for new evaluators compared with only 29% requiring training and development for experienced evaluators. Voluntary development offerings increase from 50% of the programs for new evaluators to 71% for experienced evaluators. At NLU, where faculty evaluator training and development has always been conducted on a voluntary basis, slightly over half of the respondents (53%) attended when they initially became active in PLA, and 63% report not having attended an evaluator training session after their introduction to the assessment process.

Directors and evaluators respond with similar perceptions in several areas pertaining to training needs for efficient functioning of new evaluators. For instance, all directors rate an understanding of PLA as an area of moderate to great need; 92% of evaluators concur. However, marked differences surface in others of the 10 areas identified. Whereas directors, for example, unanimously support compliance with suggested timeframes as a training need, only 68% of evaluators see this as a potential problem to be addressed. Other noticeable deviations appear in the degree of need attached to relating learning outcomes to course equivalents, determining overlap or duplication of credit, providing feedback to students, and using guidelines consistently and reliably. In all these cases, evaluators rate the need for training significantly higher than directors. Overall, the least important training area to both groups is determining overlap or duplication of credit, with 64% of directors and 30% of evaluators identifying little to no need for training. Figure 7 illustrates perceived training needs for new evaluators.

Figure 7. Perceived training needs of new evaluators.



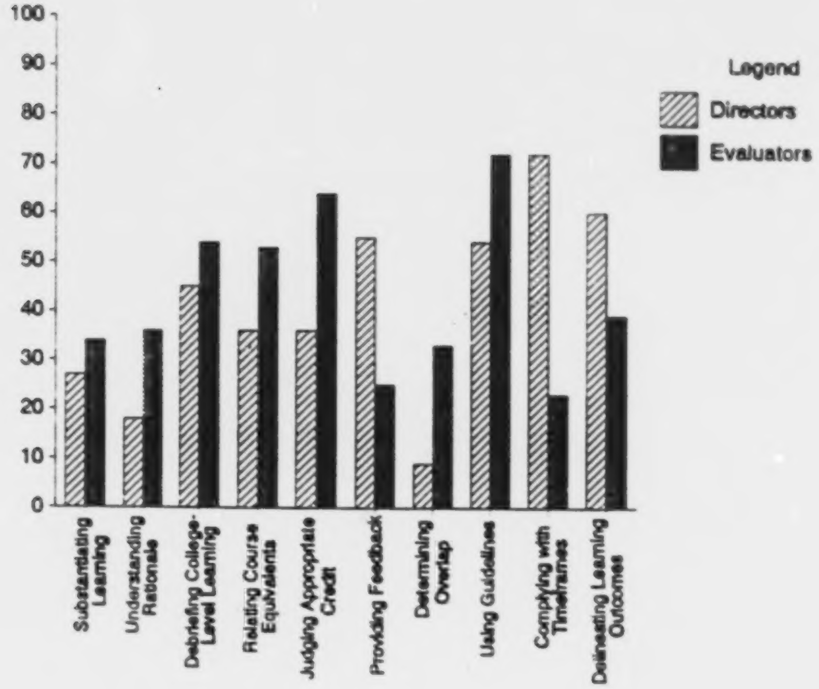
The same training areas are also considered as to degree of need for experienced evaluators. In this case, both groups rank all areas of need as significantly less than for new evaluators.

Again, markedly different perceptions manifest themselves, the most noticeable occurring in the area of compliance with timeframes as previously noted for new evaluators; 72% of directors find this an area of moderate to great need, but only 23% of evaluators agree.

In a related question, 67% of evaluators indicate that they complete assessments within the requested two to three week turnaround time and 27% believe they average one week or less for evaluations. This has not necessarily been the experience of the Assessment Center staff, but again underlines a different viewpoint or perception. In other institutions, directors indicate that 50% of evaluations are completed in one week or less and 30% take two to three weeks. This type of turnaround time may be due, at least in part, to the fact that full-time faculty evaluators are not located on multiple campuses, as is the case for NLU.

Only about half as many evaluators as directors view providing student feedback as a prospective training topic. Conversely, evaluators find judging appropriate credit awards and determining overlap to be important more often than directors. Figure 8 illustrates perceived training needs for experienced evaluators.

Figure 8. Perceived training needs of experienced evaluators.



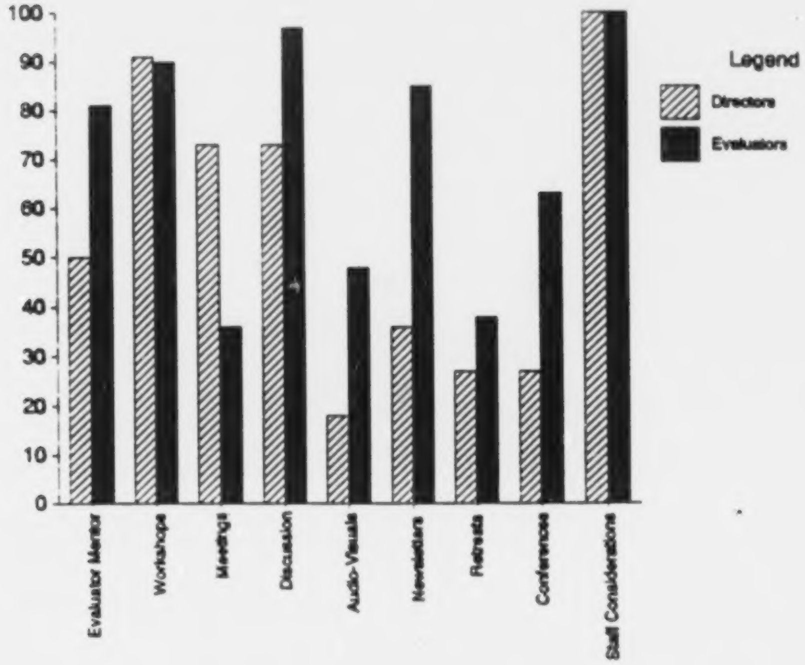
In addition to the 10 training areas proposed in the survey, directors and evaluators suggest a few related areas in which evaluators need training. Most suggestions pertain in particular to more experienced evaluators.

Out of 9 possible professional growth opportunities and resources, workshop-type faculty development sessions are offered more widely than any other. Ninety-one percent of directors have offered workshops at some time, but only 36% have done so during the past year. Nearly three-quarters of the directors have utilized regularly scheduled meetings and discussions of sample essays, but again, few have done so within the past year (27% and 9% respectively).

The most often used resource is informal staff conversations; not surprisingly, all directors offer this opportunity. In fact, this seems to be the primary method of faculty evaluator development. Correspondingly, 100% of evaluators agree on the helpfulness of staff conversations on an informal basis. They also highly rate discussions of sample essays (97%) and workshops (90%).

Two resources rated as helpful by evaluators, however, do not rate highly as director offerings. Bulletins and newsletters are viewed as helpful by 85% of evaluators, but are offered by only 36% of directors. An evaluator mentor is or would be helpful in the opinion of 81% of evaluators, while only 50% of directors have presented this option. Professional growth opportunities offered by directors and requested by evaluators are detailed in Figure 9.

Figure 9. Professional growth opportunities.



The issue of compensation for evaluators seems to be a matter of some contention at NLU. At the time of this survey (August 1990), 86% of evaluators felt that compensation was unsatisfactory (the pay rate has subsequently been increased). NLU's flat fee per evaluation is similar to the compensation structure at 64% of the other institutions surveyed, although specific rates are not discussed. However, 18% of the institutions offer an hourly evaluator rate and an additional 18% provide some other means of compensation.

This study examines a number of quality assurance issues, including the availability of seven key PLA-related documents for evaluators. Among directors, availability of a given document ranges from 67% to 82%, indicating a lack of certain basic assessment program elements. At NLU, in spite of the availability of each of the documents in some form, a startling number of evaluators is unfamiliar with one or more of the documents. Whereas the majority (87%) is acquainted with a description of evaluator roles and responsibilities, for example, only about half express familiarity with the PLA faculty/staff handbook and a description of the overall assessment process. More strikingly, a mere 7% of evaluators are aware of the institutional rationale for crediting prior learning. Of some interest is the fact that for the remaining three documents (written guidelines on college-level learning equivalence, acceptable documentation of learning, and evidence of learning), 2/3 of evaluators express familiarity despite the assessment director's perceived weakness in these areas.

Also impacting the issue of quality assurance is the type of evaluator feedback received by students. Directors at the institutions polled indicate that brief written comments (1-5 sentences) are used 82% of the time. Other means of feedback are fairly evenly distributed with the exception of personal student contact, which is involved in only 27% of the institutions.

At NLU, a corresponding 83% of evaluators typically provide feedback through brief written comments, although over half the evaluators at times use a longer narrative evaluation. No personal student contact is initiated by NLU evaluators. Appendix P details the various means of evaluator feedback.

Another important provision for quality assurance is a periodic check of credit recommendations made by evaluators. Among directors surveyed this is most often addressed via routine review by assessment staff. Faculty advisory committees also perform this function in 27% of the schools.

NLU evaluators concur that assessment staff review is necessary, also citing advisory committee review as next in importance. A third of the evaluators, however, would prefer involvement by colleagues in PLA, and the majority feel that review should be initiated by student request rather than on a routine basis.

Respondents agreed resoundingly that assessment staff should be involved in the formation of assessment policy and procedures. Thereafter, opinions diverge. While 73% of evaluators express a desire to contribute to this process, less than half the directors utilize evaluator input in this respect. And whereas 55% of directors involve division deans, only 13% of evaluators find this appropriate. Specific recommendations are detailed in Appendix Q.

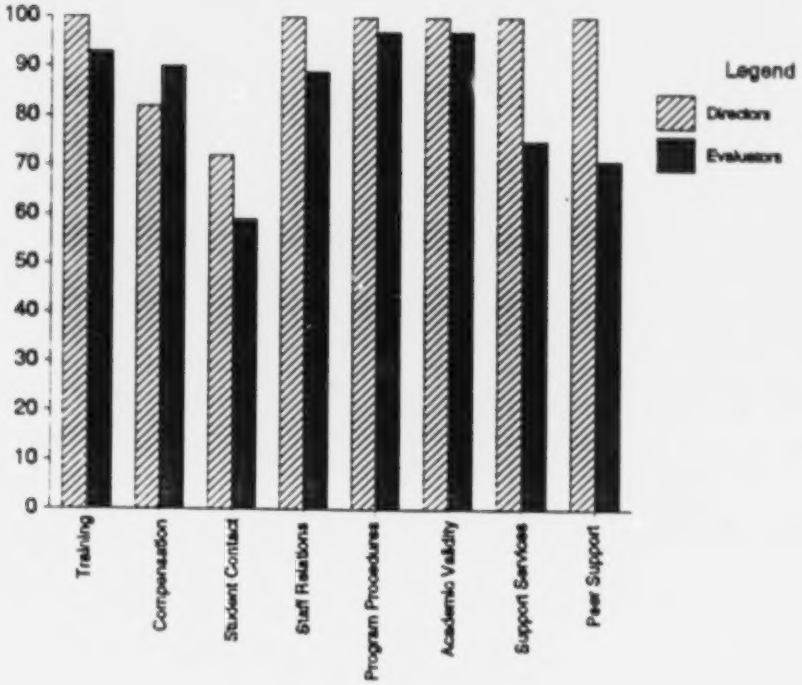
When asked to consider the importance of various factors to evaluator performance, a diversity of viewpoints again becomes apparent. Contact with students is least valued overall, with 28% of directors and 41% of evaluators claiming it not important. The only other factor cited by any directors (18%) as unimportant to performance is appropriate compensation; 10% of evaluators agree. Directors assign some degree of importance to the other six factors, but a proportion of evaluators, in each case, finds them irrelevant.

A rather conspicuous divergence appears in the matter of peer (evaluator) support. All directors deem this factor somewhat to very important, as opposed to 71% of evaluators. The lack of urgency attached to peer support is further evidenced by the fact that, while 49% of evaluators have consulted with perhaps one or two other evaluators over the past year, more than 40% have not consulted with any other evaluators. Likewise, all directors place importance on availability of support services, whereas 75% of evaluators rate support as somewhat to very important.

Among the two groups, agreement is high on the issue of training and development opportunities, with 100% of directors and 93% of evaluators rating this factor as important to evaluator performance. Unfortunately, evaluators do not always act upon this conviction. As previously discussed, only about three-fifths have attended any type of faculty evaluator development. Perhaps this reluctance to become involved in continuing education activities stems from the fact that 93% of evaluators feel moderately to very confident in assessing prior learning. In light of the statistics on participation at NLU, the 18% of directors who have experienced some resistance to development efforts can probably be viewed as a very low ratio.

Directors and evaluators also agree strongly, in principle at least, on the importance of satisfaction with assessment program procedures. Another area of accord is the need for satisfaction with or confidence in the academic validity of the PLA concept itself. Similarities and differences in perceived evaluator performance factors appear in Figure 10.

Figure 10. Evaluator performance factors.



Interpretations

Discussion of Findings

The following section details the research findings gleaned from the individual data sources utilized in this study. The open-ended interview, expert program evaluation report and questionnaire results are abstracted and discussed relative to the study's stated purpose.

The interview with Cynthia Scarlett, who, at the time was Center for Educational Systems and Services Director, was conducted in August, 1990. Ms. Scarlett received the procedure for faculty evaluator training at new contract colleges; this procedure is similar to the one employed during the time she trained NLU faculty evaluators. She gave her impressions of the most critical elements in training and made observations on National's program.

At contract schools initiating a PLA program, formal recruitment of faculty evaluators is usually nonexistent. More commonly, it is done on an individual basis, perhaps with program administrators hand-picking departmental representatives. Building a small core group of evaluators dedicated to the PLA concept is preferable to an attempt to force it upon traditionally-ensconced faculty resistant to change.

Each contract school is responsible for developing its own institutional philosophy and program standards in conformity with CAEL guidelines and NLU examples. Each must reflect its own individual concerns and goals.

An initial faculty training session of two to three hours in length is conducted for new evaluators. The background and philosophy of PLA are stressed since philosophical agreement, in coalition with content expertise, is essential to evaluator performance. Faculty expectations are addressed in terms of their assumptions about what assures quality in traditional and nontraditional education. A common faculty tendency is to require more from prior learning; this tendency must be recognized and dispelled. While consistency and reliability are valid concerns, PLA should not be held accountable to invalid concepts of what traditional education accomplishes.

Evaluator training includes discussion about "learning"—its definition, levels and types, along with different ways adults learn and how that learning can be assessed. Evaluators are asked to think about these issues in terms of their own adult learning experiences. Course materials which address these concerns are reviewed and discussed as well, along with a faculty evaluator handbook and other pertinent program materials and requirements. The necessity of combining and balancing learning or theory with experience is emphasized.

The impact of involvement in nontraditional education upon traditional teaching methods is also examined. Faculty generally become invigorated through working with adults, particularly when they have the opportunity to teach some of the course work. This positive effect, along with any concerns of the faculty, are important points for further dialog.

A great deal of the follow-up faculty evaluator development is done on a one-to-one basis, addressing specific questions and apprehensions. Evaluators are usually sent the same sample essay to read, but not formally assess. Then the evaluators reconvene to discuss the essay as a group and make a credit recommendation. This allows them to perform their first assessment in a nonthreatening, low-pressure mode. It might be necessary at times to conduct this kind of exercise on a smaller scale by sending an essay and discussing it via phone conversation when training sessions or personal meetings are not plausible.

Several problematical conditions at NLU have a wider application to PLA in general. One such condition is a concern with recognition from upper administration of the vital role of PLA within the institution. Assessment must be an institutional priority in order to maintain program quality and academic viability. By communicating this support, administration can provide appropriate incentive for effective participation. Whether encouraged by means of monetary compensation or other "perks," faculty members need to view assessment as an integral part of their university duties.

A second area for consideration is student-evaluator interaction. Contact between the two primary parties involved in assessment is a natural extension of the potentially dynamic nature of the process. In the usual assessment format at NLU, there is no student-evaluator contact unless a student requests clarification of an evaluation.

Finally, communication among evaluators is limited. At the very minimum, a yearly evaluator meeting would allow an opportunity for discussion and refinement of PLA skills. Evaluators also need to be encouraged to work and consult together and with assessment staff throughout the academic year.

A qualitative program review was conducted by Urban Whitaker of CAEL in December of 1989. Methodology was similar to the approach generally used for an accreditation visit and involved a preparatory review of materials succeeded by a site visit. At that time portfolios were examined, and administrators, students, evaluators, and assessment counselors were interviewed. Recommendations and a detailed summary of observations and suggestions were generated by Dr. Whitaker in keeping with appropriate standards of quality set by CAEL.

A number of positive conclusions were reached; "on the negative side, virtually all deficiencies appear to be the result of inadequate professional development opportunities" (U. Whitaker, personal communication, December 11, 1989). This inadequacy is in direct conflict with CAEL Standard IX: "All personnel involved in assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development" (Whitaker, 1989, p. 79). Hence "the primary recommendation resulting from this review is that . . . NLU should significantly expand the professional development opportunities available for assessors and evaluators of prior learning" (U. Whitaker, personal communication, December 11, 1989).

Some specific concerns identify the need for a more developed Faculty Evaluator Handbook, more sufficient financial reward for evaluators, more specific and pointed recommendations to students and clearer delineation of roles among instructors, assessment counselors, and evaluators. Interestingly, another personal bias in favor of face-to-face contact between evaluators and petitioners was expressed. Since quality assurance is contingent on professional development more than on any other single element, several suggestions were made for implementing expanded professional development programming:

1) Scheduling meetings among evaluators to read essays and compare conclusions and between evaluators and other assessment personnel.
2) Sending more evaluators and assessment personnel to professional

meetings on PLA.

3) Offering workshops for evaluators, portfolio course instructors and assessment staff.

The emphasis placed on increasing professional development activities is striking, surfacing more than once in Dr. Whitaker's report. Many of the questions raised during the site visit stem from a deficiency in this area. Ultimately, the only hope of resolution lies in, but should not be limited to,

> regular meetings of evaluators with each other and periodic "retreats" at which those in all of the important roles (including some students and alumni) can exchange viewpoints, challenge each other's assumptions and practices and collaborate on a lot of important things that none of us ever has ample time to consider while we are "at work" (U. Whitaker, personal communication, December 11, 1989).

The fact that at least 60% of NLU's evaluators are not full-time faculty members has certain implications for professional development activities. Logistically, it is difficult to convene the evaluators as a group for development purposes. Furthermore, evaluators may not readily have the opportunity to interact on an informal basis, particularly since even those full-time faculty members are based at more than one campus location. Finally, an assumption of shared institutional philosophy and rationale could be erroneous in this situation. While a mix of participants in the evaluator pool seems to be the norm in PLA, that fact probably complicates training and development efforts in several respects.

Questions pertaining to recruitment methods and degree of evaluator activity provide no particular insights. They are, however, of personal interest to the researcher as a basis for comparison. Likewise, PLA content areas are not especially pertinent to the study, except as a matter of personal interest in order to learn about other programs.

Since 80% of the responding evaluators have been involved in PLA for four or more years, their interests lie with continuing education and development rather than training in new knowledge and skills. Laird (1985) thus distinguishes a need for specialized orientation in goals, policies and procedures, expansion of existing skills and growth maintenance. A complemental consideration is the possibility of nontraining solutions for performance problems not caused by a lack of knowledge or skills (Laird, 1985). The major thrust of NLU evaluator training will clearly be for those more experienced; this fact heightens the need for an effective and extensive program of initial orientation for the minority of new evaluators. It further underlines the importance of assessment staff participation in ongoing, active recruitment of evaluators in order to introduce "new blood" into PLA, thus revitalizing and invigorating the process.

The study reveals no clear-cut correlation between amount of training offered and program size as measured by either evaluators involved or portfolios processed. Although the two largest (and most well-established) programs surveyed offer 6 out of 9 of the professional development opportunities cited, this figure is exceeded by the smallest program participating. Surprisingly, despite the fact that the contract schools have all benefited from very similar, if not identical, initial training, subsequent efforts have departed somewhat from the NLU model. Since they are relatively young programs, however, the issue of faculty evaluator training and development presumably has not yet been addressed extensively.

Evaluators and directors are generally in agreement on the importance of various performance characteristics. A discrepancy in perceived importance of philosophical orientation, however, infers that NLU evaluators may not be fully cognizant of the implications for PLA of their frames of reference and personal biases. Philosophical orientation, that is, alignment with the basic tenets and standards of PLA, is completely fundamental to successful functioning of the unit, yet cannot be taken for granted.

Considering the critical nature of professional development adamantly reinforced by PLA experts, it is disturbing to note that only half the directors surveyed hold mandatory training for new evaluators and less than a third require it for experienced evaluators. Even voluntary training is not offered by every institution on a regular basis. This is a serious concern for quality assurance and reflects on the validity of evaluations taking place. Correspondingly, the number of NLU evaluators who have not attended development activities is problematically high. Expanded offerings must be provided and participation increased in order to maximize expertise and promote excellence in the field.

Based on the results of this study, directors need to place more importance on the training needs of new evaluators. Evaluators themselves express more concern with various areas of skill development than is exhibited by directors.

This may contribute to a substantial amount of discomfort or confusion on the part of evaluators and can be remedied early on through more extensive training which addresses a broad range of issues.

Evaluators, on the other hand, appear relatively unconcerned with timeframes, while directors experience problems with compliance in this area. Certainly a lack of regard for requested turnaround time has created tensions at NLU. Evaluators, both new and experienced, obviously need to be made aware of the importance of timely assessments.

Other training areas should be re-examined and re-evaluated from reciprocal viewpoints; issues are not necessarily weighted equally by evaluators and the directors responsible for their training. Each party to the PLA process is accountable to identify and address concerns for the mutual benefit of colleagues, peers, and ultimately, their students.

As might be expected, the majority of evaluator training and development is accomplished on an informal, one-to-one basis; evaluators and directors agree on the effectiveness of this method. They also agree that discussions of sample essays and evaluator workshops are important training techniques. Directors, however, do not offer more creative opportunities often enough; newsletters and evaluator mentors, for instance, although requiring more time and effort to coordinate, are highly viewed by faculty. A nontraditional approach to education such as PLA invokes training methods less traditional than the ubiquitous workshop.

Clearly quality assurance warrants improvement in a number of areas. Availability of and familiarity with PLA documents and assessment aids are two such areas. The quality of feedback to students is difficult to measure except subjectively, but monitoring is crucial to program success. Related to student feedback is the fact that, in spite of the preference of previously discussed evaluator trainers, personal student contact is rarely initiated in the evaluation process. Factors such as time, distance, expense, and perceived pressures inhibit this practice and perhaps reduce the potentially dynamic interplay in PLA. On the other hand, it can be argued that a greater degree of objectivity is maintained.

In general, evaluators express a desire to be more involved in the entire PLA process, from formation of assessment policy and procedures to participation in advisory committees and collegial review of credit recommendations. If evaluators truly wish to increase their involvement, however, they need to acknowledge the importance of these functions on a routine, continuous basis, not merely when a complaint or crisis arises. Directors, if this is the case, can then more fully involve evaluators as valuable resources and partners in PLA, enlisting their input and mutual support. Increased participation will demand dedication, conviction, and an openness to new learning and professional self-improvement.

Accomplishment of Purpose

The primary purpose of this study is to assess training and development needs of evaluators, thereby validating the hypothesis that NLU's assessment program will be strengthened by more comprehensive continuing professional education. This objective has been accomplished, with research proceeding as planned. It is abundantly clear from the literature review and other sources of expertise that, as expected, professional development is the lifeblood of any PLA program. While NLU's program does not compare unfavorably with those of other institutions, evaluator training does not receive the attention it should from PLA directors and evaluators alike. The research questions have illuminated areas of interest and relevance to training and development and pinpointed NLU-specific concerns. Direct correlations are difficult to establish between, for example, length of tenure as an evaluator and perceived training needs. However, the more global purpose of verifying and substantiating the need for program development in faculty evaluator training and continuing education has been achieved.

Recommendations

Dealing with the Problem

Accomplishments to date. Even prior to the completion of this study, the nature of the research precipitated developments in faculty evaluator training and nurtured positive results in the effort to maintain excellence in NLU's assessment program.

A preliminary analysis of some of the questionnaire items served as the impetus for a workshop presentation at the Center for Educational Systems and Services Annual Degree Completion Program Conference in April 1991. Charts were compiled illustrating training needs of both new and experienced evaluators, evaluator performance factors, and training resources. Based upon those responses, a model for an all-day evaluator training workshop was developed and presented. It included rationale, a detailed planning timeline, an agenda of activities, a list of materials, sample correspondence and a workshop evaluation. The model was fully developed so that it could be personalized and immediately implemented; it appears in Appendix R. Reaction from contract school PLA staff members in attendance was positive, indicating the value of a working model for planning purposes.

In May 1991, a series of evaluator informational meetings was planned and conducted at three campus locations. Small groups of evaluators were updated on program specifications. Philosophy and procedures of PLA were reviewed, and evaluators were given the opportunity to express and discuss areas of concern, questions and problems they have experienced. Attendance at these sessions was limited, probably due to the proximity of the meetings to the end of the spring term. Attendees, however, appreciated the opportunity to express their views and interact with peers and PLA staff.

Over the past summer, a supplemental *Evaluator Handbook* was prepared in collaboration with fellow assessment staff members. Existing evaluator materials have been incorporated with new information to more clearly set forth PLA philosophy, rationale, policy, procedures and practice. Evaluator roles and responsibilities are outlined, along with assessment guidelines. The supplement, which appears in Appendix S, is presented in conjunction with the *Portfolio Handbook* (Student Guide), a list of suggested subject areas for learning experience essays, and a series of essay topic outlines for a complete evaluator reference document. Much of the information contained therein had not previously been available in a written format.

A half-day evaluator workshop was organized, with Assessment Center cooperation and support, and delivered in October 1991. This workshop was condensed from the model developed for the April CESS Conference; participants included all Assessment Center staff members and 14 faculty evaluators. Although only about one-third of the evaluator pool attended this Saturday workshop, the program was well received. The workshop agenda appears in Appendix T. Consensus of evaluators present suggests a desire to participate in some type of training and development session a minimum of once or twice yearly.

Future implementation. In view of the research findings and in addition to the preceding items prompted by those findings and already effected, the author of this thesis recommends the following six goals for implementation in relation to faculty evaluator training and development at NLU:

1) Increase evaluator participation in training and development activities.
2) Develop an apprenticeship system for new evaluators.
3) Provide Assessment Center support for evaluators as self-directed

learners.

4) Expand PLA training and development activities for all evaluators, both new and experienced.

5) Institute a system of checks and balances to safeguard quality and integrity in PLA.

6) Upgrade the standing of assessment counselors to faculty status.

A discussion of each individual recommendation follows.

As previously argued, participation in continuing professional education is vital to faculty functioning, particularly in a nontraditional arena such as PLA. While a small number of evaluators always attends any planned activity, a much larger contingent is highly desirable. Offering a greater number of activities at various times of the day, week, and year can make it possible for more evaluators to find a time to attend. Often the same evaluators consistently attend meetings; it is imperative that all evaluators be made aware of the need to meet periodically with each other and with Assessment Center staff. Barriers to participation, both in training and in the PLA process in general, must be identified and overcome, whether they be lack of awareness, poor perception of the process, or insufficient integration of PLA with general academic activities. Incentives for participation must be provided, not only by the Assessment Center, but also by higher administration. Evaluators should be strongly encouraged to provide input on their training needs and then to participate in remediation and development.

New evaluators need to undergo a period of supervised training to orient and prepare them for PLA and to ensure the development of appropriate skills and techniques. This type of training program could feasibly be planned as an apprenticeship system, or alternatively as a formal course or an independent learning project. The sample guidelines for an evaluator apprentice system at Central Michigan University's Institute for Personal and Career Development (Knapp, 1977) involve the following steps:

1) A period of passive observation of staff meetings and of familiarization with program policies, procedures, credit criteria, title taxonomy and application forms.
2) A period of practice evaluation utilizing previously evaluated applications.
3) A period of probationary evaluation; the new evaluator makes limited original evaluations and submits them to the coordinator, who comments and returns them to the new evaluator.
4) Full autonomy as an evaluator upon recommendation of the coordinator.

Other aspects of the university's system would not be applicable to the NLU situation, but the above guidelines are readily adaptable. Evaluators should attend a portfolio presentation session to learn how students are assisted in identifying experiential learning outcomes and planning for their assessment. Evaluators also need to attend introductory training sessions designed to familiarize them with their new roles and responsibilities. Interviewing experienced evaluators to determine specific criteria they have found most relevant in their practice would be a useful activity at this point. A "breaking-in period" of performing practice assessments would relieve new evaluators of the pressure of immediately determining credit awards and would allow assessment staff the opportunity to provide feedback and guidance. New evaluators should perform actual assessments only when both the evaluator and the assessment staff feel confident that quality can be ensured. Ideally an apprenticeship program of this nature should be mandatory for all new evaluators.

The third recommendation recognizes faculty evaluators as self-directed lifelong learners and seeks to motivate and support them in learning about PLA. Evaluators should have access to relevant literature in the fields of adult learning, nontraditional methodology, experiential learning and assessment alternatives. Other resource materials should include portfolio development course curricula, sample portfolios and essays and pertinent workshop outlines. As a start toward that end, an Assessment Center Library is being formed. Articles and selections should also be made available at meetings and, periodically, via a PLA newsletter or bulletin. A system of support personnel should be arranged to include a learning resource contact (Assessment staff) and a network of evaluator mentors in both the PLA process and specific subject matter requirements.

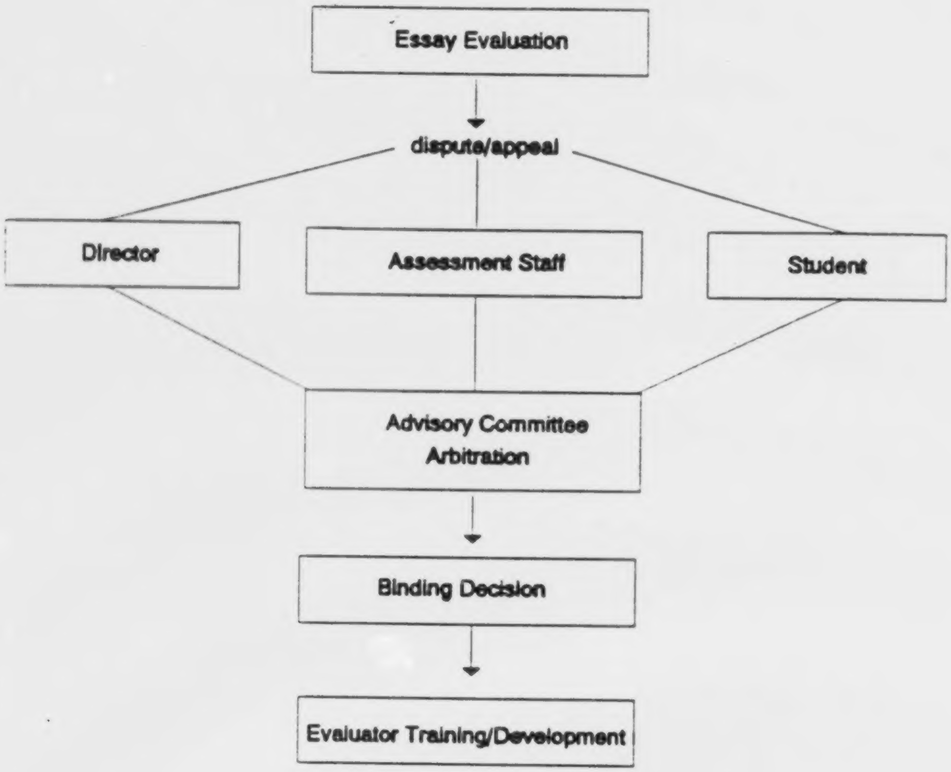
While evaluators should be encouraged to act independently as self-directed learners, the necessity of expanding formal and informal developmental activities on a more advanced level cannot be overlooked. Whether termed workshops, seminars, conferences, or brainstorming sessions, creative and productive measures must be formulated and conducted to further promote understanding and communication among all those involved in PLA. Some ideas for evaluator exercises to be incorporated include:

1) Developing learning outcome statements and updating topic outlines in fields of expertise.
2) Discussing and learning new assessment methods such as oral interviews and product assessments. Evaluators who have employed these techniques can make presentations and lead discussions.
3) Assisting a student (or use student information) to develop personal learning outcomes in fields of expertise.
4) Participating in assessment simulations and recommending procedural improvements.
5) Learning about recording and transcripting procedures in terms of department and title taxonomy; critiquing and evaluating procedures for clarity and academic acceptability.
6) Designing and/or implementing a training model or component for evaluator development.
7) Identifying possible learning experience essay topics from sample student autobiographies.
8) Familiarizing with the entire portfolio and recognizing how individual essays fit into that schematic.

To the best of this researcher's knowledge, the above exercises have not heretofore been employed in NLU evaluator training and provide a broader perspective on PLA and issues of more interest and concern to experienced evaluators. Probably the single most useful tool for new and experienced evaluators alike is the practice assessment and discussion of sample essays.

In addition to the preventive measures already described, periodic reliability studies should be conducted by having multiple evaluators make recommendations on a learning experience essay. This will help to ensure fairness in evaluation and identify potential training needs. Routine screening of credit recommendations by the Assessment Center Director or other appointed staff will also provide a measure of quality assurance to the PLA process. Figure 11 illustrates how disagreement over an evaluation outcome can lead to a proposed appeal procedure initiated by any one of three sources. Another appropriate quality assurance measure which-should be conducted occasionally is an evaluation of the evaluators or the evaluation process by students, faculty, administration and assessment staff. Standardization and articulation among evaluators and between university departments should be aspired to insofar as possible.

Figure 11. Essay appeal procedure.


Essay Evaluation
dispute/appeal
Director
Assessment Staff
Student
Advisory Committee Arbitration
Binding Decision
Evaluator Training/Development

Finally, an infrastructural reorganization granting nontenure track faculty status to assessment counselors is recommended. This academic upgrade will facilitate the synchronization of evaluation activity through recognition of assessment staff as PLA process experts. It will lend credence to their position as trainers of faculty evaluators and recognize their credentials in the field. Furthermore, it will allow them to work more directly with students in identifying prior learning experiences, analyzing learning outcomes, and presenting petitions for academic credit.

Progress has been made in some areas of faculty evaluator training and development at NLU. Planning and implementation are ongoing and must be given sufficient priority, personnel, and resources to continue to enlarge upon what has already transpired. As noted in the 1991 NLU accreditation report by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, regular review of the PLA program and its inclusion in the developing university-wide quality assurance process are vital to the future of the institution.

Further Research

A great many avenues exist for further research in faculty evaluator training and development since it is a relatively unexplored field. More scholarly research should be encouraged to further this specific body of knowledge. Future degree candidates can be steered into prior learning assessment and evaluator training as viable topics for study. Personnel already involved in PLA as staff members or administrators can utilize their positions to conduct studies in specific aspects of the field. Faculty acting as evaluators can pursue assessment issues from their unique perspectives for possible publication and professional credentialing.

Various facets of PLA evaluator training fall beyond the scope of the present study. A number of the previous recommendations are appropriate for future research, such as program development and evaluation in evaluator apprenticeship, self-directed learning resources, and continuing professional activities. The questions of quality assurance and student satisfaction are ripe for study. So, too, is the matter of barriers to faculty participation in training and development, as well as overall faculty attitude toward prior learning assessment. A vast field of study remains to be dealt with by future researchers.

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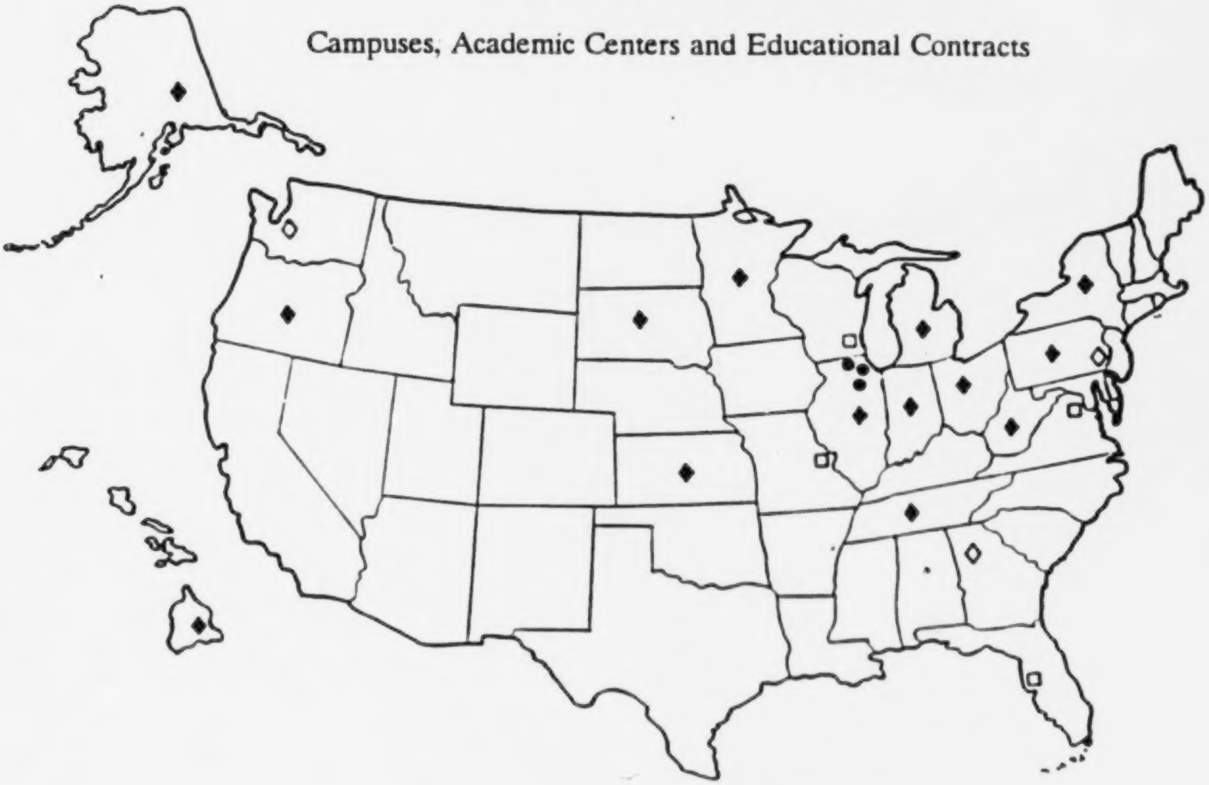
APPENDIX A

NATIONAL-LOUIS UNIVERSITY

Campuses, Academic Centers and Educational Contracts



● CAMPUSES

Evanston Campus
Chicago Campus
West Suburban Campus

❑ ACADEMIC CENTERS

Atlanta, Georgia
Tampa, Florida
St. Louis, Missouri
McLean, Virginia
Milwaukee, Wisconsin

✧ FUTURE ACADEMIC CENTERS

Philadelphia, Pennsylvania
Seattle, Washington

INTERNATIONAL CENTERS

Heidelberg, Germany
Seoul, Korea

✦ EDUCATIONAL CONTRACTS

Alaska
Hawaii
Illinois
Indiana
Kansas
Michigan
Minnesota
New York
Ohio
Oregon
Pennsylvania
South Dakota
Tennessee
West Virginia

APPENDIX B

Course Sequence

NATIONAL-LOUIS UNIVERSITY FIELD EXPERIENCE PROGRAM

Bachelor of Arts in Management

Term I

Introduction to the Program
Dynamics of Group Behavior
* Adult Development and Learning Assessment
Introduction to Research Methodology

Term II

Organizational Analysis
Managing Interpersonal Communication
Independent Study: Applied Research Project

Term III

Organizational Communication
Research: Data Analysis and Presentation
Cultural Influences in the Work Place
Independent Study: Applied Research Project

Term IV

Principles of Management and Supervision
Values and Ethical Decision Making
Integrating the Applied Behavioral Science
Independent Study: Applied Research Project

* Module in which portfolio is completed and submitted to the Assessment Center

Emphasis is placed on an understanding of adult development and learning processes. Each student conducts a personal and professional assessment and documents this by developing a portfolio. Additional credit for prior, extracollegiate learning may be earned through this portfolio.

APPENDIX C

Course Sequence

NATIONAL-LOUIS UNIVERSITY FIELD EXPERIENCE PROGRAM

Bachelor of Arts in Management
and Education of Allied Health

Term I

Dynamics of Group and Organizational Behavior
* Career Assessment and Planning
Systems Management
Research Project

Term II

Effective Interpersonal Relationships
Statistical Methods and Research
Legal Issues and Law in Health Care
Presentation Skills in Allied Health Education

Term III

Principles of Management and Supervision
Financial Management
Human Resource Development for Health Care Supervisors
Current Issues in Health Care
Research Project

* Module in which portfolio is completed and submitted to the Assessment Center

Each student prepares a portfolio of professional and personal life-learning experiences which is assessed by faculty members and may earn up to 60 quarter hours credit. Career patterns are reviewed and analyzed and goals are assessed through class activities. Future trends are examined in relation to changing careers and lifestyles.

APPENDIX D

Evaluator Guidelines

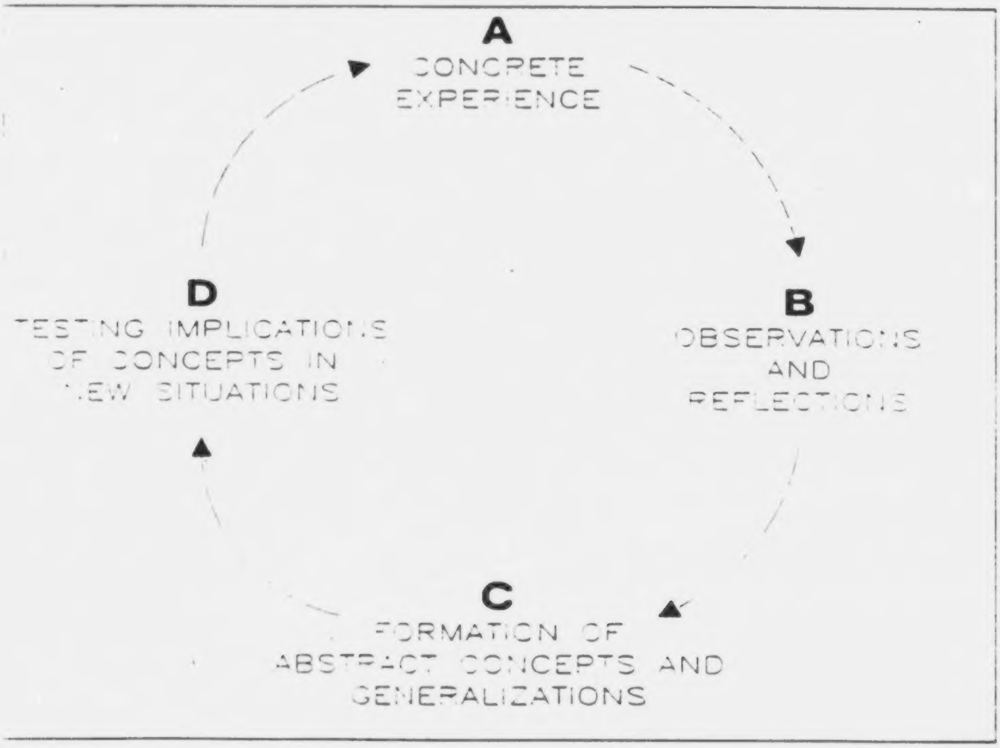
Learning acquired in situations outside the sponsorship of an organization are evaluated through written essays. Each learning experience essay begins with a petition for credit which includes the department, course title, amount of credit requested, and a brief description of the learning outcomes demonstrated in the essay.

The students are required to discuss their learning following the processes outlined in the Kolb Model (see next page). In the essays students must:

1. Discuss their direct experience(s).
2. Make observations and reflections concerning the learning derived from these experiences.
3. Form abstract concepts and generalizations about the underlying principles involved with these learning outcomes.
4. Demonstrate some application of these principles to new situations.

The learning experience essays are presented to faculty members who have expertise in the appropriate subject areas. In evaluating the essays, the faculty evaluators examine how well the student has been able to incorporate the four parts of Kolb's Model, looking for college equivalent knowledge that includes generalizations and concepts as well as the specific experiences from which their knowledge was gained, and the specific applications of that knowledge. Finally, the evaluators consider the documentation presented, determining whether or not it appropriately demonstrated the knowledge resulting from these learning experiences. All essays must have documentation. As in the evaluation of traditional college courses, the evaluator may use slightly differing individual standards in assessing credit, although all follow the general guidelines outlined above.

KOLB'S MODEL OF EXPERIENTIAL LEARNING


A
CONCRETE
EXPERIENCE
B
OBSERVATIONS
AND
REFLECTIONS
C
FORMATION OF
ABSTRACT CONCEPTS AND
GENERALIZATIONS
D
TESTING IMPLICATIONS
OF CONCEPTS IN
NEW SITUATIONS

BEST COPY AVAILABLE

APPENDIX E

ASSESSMENT CENTER EVALUATOR INFORMATION SHEET

Name:______________________________ Soc. Sec. #:______________________________

Work Address:______________________________ Work Phone:(___)______________________

____

Home Address:______________________________ Home Phone:(___)______________________

Please list the number of years of college teaching experience.

with National College:__________ with other institutions:__________

Please list educational background. (Degrees received with Major/Minor areas of concentration).

____

____

____

Please give a professional reference who may be contacted.

Name:______________________________ Phone:(___)______________________

Address:____

Please list areas you are qualified to evaluate.

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

Pertinent information or comments:

____

____

____

____

APPENDIX F

Cover Letter for Questionnaire
Director

July 23, 1990

Otis O. Lawrence, Ph.D.
Director, Assessment and
BOG/BA Degree Program
Governors State University
University Park, IL 60466

Dear Dr. Lawrence:

Thank you for agreeing, at the CAEL Regional Meeting in April, to assist me in the research for my master's thesis on faculty evaluator training and development. Ultimately my goal is to identify and address specific training needs in order to promote the highest quality in the assessment of prior learning.

Your expertise and cooperation in responding to the enclosed survey are vital to my study. The questionnaire should take approximately 20 minutes to complete; please return it to me in the enclosed postage-prepaid envelope **BEFORE AUGUST 20, 1990**. Copies of any of your pertinent training documents would also be most helpful.

If you are interested in the results of this study, I would be glad to send you a summary. Please feel free to call me, should you have any questions, between 9:00 AM and 5:00 PM CST at (708) 691-9390, ext. 2320.

I truly appreciate your consideration in this matter.

Sincerely,

Lenice C. Abbott
Senior Assessment Counselor

Enclosure

APPENDIX G

Cover Letter for Questionnaire
Evaluator

July 23, 1990

Dear Evaluator:

I need your assistance in the research for my Master's thesis on faculty evaluator training and development. My primary goal is to identify and address specific training needs in order to promote the highest quality in the assessment of prior learning at National-Louis University.

Your cooperation in responding to the enclosed survey is vital to my study. The questionnaire should take approximately 15 minutes to complete; please return it to me in the enclosed postage-prepaid envelope **BEFORE AUGUST 20, 1990**.

The Assessment Center will utilize your comments and suggestions in planning evaluator offerings for this academic year, which I hope you will look forward to attending. Please feel free to call me, should you have any questions, between 9:00 AM and 5:00 PM at (708) 691-9390, ext. 2320.

Thank you for your participation.

Sincerely,

Lenice C. Abbott
Senior Assessment Counselor

Enclosure

APPENDIX H

EVALUATOR TRAINING SURVEY (D)

Name:________________________________ Date:________________

Title:____

Institution:____

Complete this survey from the perspective of your institition's Prior Learning Assessment (PLA) program. Evaluators (assessors) are defined as the persons who judge prior learning experience essays to determine levels of learning and assign appropriate academic credits.

For each question, circle the letter(s) or number(s) corresponding to your response; circle all that apply.

PLEASE MAIL SURVEY BY AUGUST 20, 1990.

1. How frequently is each of the following groups involved in evaluating or assessing students' prior learning?

	Always	Frequently	Seldom	Never
a. Assessment program staff	1	2	3	4
b. Individual faculty members	1	2	3	4
c. Faculty committees	1	2	3	4
d. Outside experts	1	2	3	4
e. Others (specify)	1	2	3	4

2. How are these evaluators selected?

   a. Recommended by department heads
   b. Recommended by other evaluators
   c. General invitation to faculty
   d. Recruited by assessment staff
   e. Appointed by administration
   f. All faculty MUST participate in PLA
   g. Other____

3. Rate the importance of each of the following characteristics in overall evaluator performance.

	Very Important	Somewhat Important	Not Important
a. Philosophical orientation	1	2	3
b. Subject matter expertise	1	2	3
c. Academic credentials in subject matter	1	2	3
d. Knowledge of assessment process	1	2	3
e. Objectivity	1	2	3
f. Motivation to maximize expertise in PLA	1	2	3

4. How do you ascertain evaluator training needs?

a. Written surveys
b. Evaluators' questions, suggestions
c. Assessment staff observations
d. Student complaints
e. Expert outside sources
f. Other____

5. When do you conduct, either formally or informally, training needs assessment?

a. Regularly (how often?)______________________________
b. On-going
c. Other (specify)______________________________
d. Have not addressed this issue

6. Please indicate which of the following documents are available to evaluators for your program.

	Available	Not Available
a. Institutional rationale for crediting prior learning	1	2
b. Description of the roles and responsibilities of evaluators	1	2

c. Faculty/staff handbook describing PLA policy, practice and procedures	1	2
d. Detailed description of your overall assessment process	1	2
e. Guidelines as to what constitutes college-level learning	1	2
f. Guidelines for acceptable documentation of learning	1	2
g. Guidelines for adequate evidence of learning	1	2

7. Are orientation/training sessions held:

a. for new evaluators?
1. mandatory attendance 2. voluntary attendance

b. for experienced evaluators?
1. mandatory attendance 2. voluntary attendance

8. Please consider the degree to which you feel NEW EVALUATORS need training in each area below to function most efficiently.

	None	Little	Moderate	Great
a. Identifying documentation & substantiating learning	1	2	3	4
b. Understanding rationale for crediting prior learning	1	2	3	4
c. Deciding what constitutes college-level learning	1	2	3	4
d. Relating learning outcomes to course equivalents	1	2	3	4
e. Judging appropriate amount of credit to be awarded	1	2	3	4
f. Providing feedback to students	1	2	3	4
g. Determining overlap or duplication of credit	1	2	3	4
h. Using assessment guidelines consistently & reliably	1	2	3	4
i. Complying with suggested timeframes for evaluation	1	2	3	4
j. Delineating learning outcomes	1	2	3	4

9. To what degree do you feel EXPERIENCED EVALUATORS need ongoing training in the same areas?

	None	Little	Moderate	Great
a. Identifying documentation & substantiating learning	1	2	3	4
b. Understanding rationale for crediting prior learning	1	2	3	4
c. Deciding what constitutes college-level learning	1	2	3	4
d. Relating learning outcomes to course equivalents	1	2	3	4
e. Judging appropriate amount of credit to be awarded	1	2	3	4
f. Providing feedback to students	1	2	3	4
g. Determining overlap or duplication of credit	1	2	3	4
h. Using assessment guidelines consistently & reliably	1	2	3	4
i. Complying with suggested timeframes for evaluation	1	2	3	4
j. Delineating learning outcomes	1	2	3	4

10. In what other areas do you find evaluators need training and/or development? (Use reverse side if necessary)

a.______________________________

b.______________________________

c.______________________________

d.______________________________

e.______________________________

f. none

11. Which of the following growth opportunity/resources have you offered to help your evaluators learn about PLA?

	Have offered	Offered in past year	Have Not offered
a. Evaluator mentor	1	2	3
b. Worshops/faculty development sessions	1	2	3
c. Regularly scheduled meetings	1	2	3
d. Reading and discussion of sample essays	1	2	3
e. Audio visuals on PLA	1	2	3
f. Bulletins, updates, newsletters	1	2	3
g. Retreats	1	2	3
h. Professional conferences (CAEL, etc.)	1	2	3
i. Informal staff conversations	1	2	3

j. Other (specify)____

____.

12. Have you met with any resistance to faculty development attempts? If so, please describe briefly.

a. yes
b. no

13. How important do you consider each of the following factors to evaluator performance?

	Very Important	Somewhat Important	Not Important
a. Training and development opportunities	1	2	3
b. Appropriate compensation	1	2	3
c. Student contact	1	2	3
d. Assessment department staff relations	1	2	3
e. Satisfaction with program procedures	1	2	3
f. Satisfaction with academic validity of PLA concept	1	2	3
g. Availablity of support services	1	2	3
h. Mutual support of peers (evaluators)	1	2	3

14. Do evaluators sign a contractual agreement regarding assessment guidelines and expectations?

    a. yes
    b. no

15. On the average, how many assessments does each evaluator perform in a year?

    a. less than 10
    b. 11-50
    c. 51-100
    d. 101-150
    e. 151-200
    f. more than 200

16. On the average, approximately how much time is spent per essay evaluation?

    a. less than 15 minutes
    b. 15-30 minutes
    c. 30-60 minutes
    d. more than 1 hour
    e. other (specify) ____

17. What is the average turnaround time for evaluations?

    a. 1 week or less
    b. 2-3 weeks
    c. 4-6 weeks
    d. 6-8 weeks
    e. over 2 months

18. What kind of compensation, if any, is provided for your evaluators?

    a. flat fee per evaluation (please specify)__________________________
    b. hourly
    c. monthly
    d. other ____
    e. no additional compensation

9. What means of feedback do evaluators provide for students?

a. credit recommendations only
b. rank on rating scale
c. brief written comments (1-5 sentences)
d. narrative evaluation
e. phone contact
f. personal contact
g. other ______________________________
h. none

0. What provisions, if any, have been established for review of credit reommendation made by evaluators in terms of validity and reliability?

a. by department chair
b. by faculty advisory committee
c. by division deans
d. by other evaluators
e. by assessment director/staff
f. other (specify)______________________________
g. none (skip to question 22)

1. How is such review initiated?

a. routine
b. upon request of student
c. upon request of assessment staff
d. other (specifiy)______________________________

2. Who, at your institution, is involved in assessment policy and procedures formation?

a. evaluators
b. assessment department staff
c. traditional college faculty
d. advisory committee
e. department chairs
f. division deans
g. others ______________________________

23. How many evaluators have been involved in your program during the past year?

    a. 1-10
    b. 11-20
    c. 21-30
    d. 31-40
    e. 41-50
    f. over 50

24. How many portfolios have been processed through your program during the past year?

    a. less than 50
    b. 50-100
    c. 101-200
    d. 201-300
    e. 301-400
    f. 401-500
    g. more than 500

25. For each of the following content areas, please indicate whether or not PLA's are completed in your program.

a. Allied Health	yes	no
b. Art	yes	no
c. Business	yes	no
d. Communication Arts	yes	no
e. Data Processing	yes	no
f. Education	yes	no
g. English	yes	no
h. Health Science	yes	no
i. Human Services	yes	no
j. Interdisciplinary	yes	no
k. Math	yes	no
l. Music	yes	no
m. Philosophy/Religion	yes	no
n. Physical Education	yes	no
o. Psychology	yes	no
p. Science	yes	no
q. Social Science	yes	no

COMMENTS:

Please feel free to contact me with any additional comments you might have on this topic.

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

APPENDIX I

EVALUATOR TRAINING SURVEY (E)

Name:______________________________ Date:__________

Complete this survey from your perspective as an evaluator in NLU's Prior Learning Assessment (PLA) program. For each question, circle the letter(s) or number(s) corresponding to your response; circle all that apply.

PLEASE MAIL SURVEY BY AUGUST 20, 1990.

1. Which best describes your position at NLU?

   a. Full-time faculty
   b. Adjunct faculty
   c. Outside expert

2. How were you initially selected as an evaluator?

   a. Recommended by department head
   b. Recommended by another evaluator
   c. General invitation to faculty
   d. Recruited by assessment staff
   e. Appointed by administration
   f. Other______________________________

3. Rate the importance of each of the following characteristics in your overall performance as an evaluator.

	Very Important	Somewhat Important	Not Important
a. Philosophical orientation	1	2	3
b. Subject matter expertise	1	2	3
c. Academic credentials in subject matter	1	2	3
d. Knowledge of assessment process	1	2	3
e. Objectivity	1	2	3
f. Motivation to maximize expertise in PLA	1	2	3

4. How can evaluator training needs be ascertained?

   a. Evaluators' questions, suggestions
   b. Assessment staff observations
   c. Student challenges
   d. Expert outside sources
   e. Other____

5. How comfortable (confident) do you feel in assessing prior learning?

   a. Very comfortable
   b. Moderately comfortable
   c. Not very comfortable
   d. Very uncomfortable

6. Please indicate whether or not you are familiar with each of the following at NLU.

	Familiar	Not Familiar
a. Institutional rationale for crediting prior learning	1	2
b. Description of the roles and responsibilities of evaluators	1	2
c. Faculty/staff handbook describing PLA policy, practice and procedures	1	2
d. Detailed description of the overall assessment process	1	2
e. Guidelines as to what constitutes college-level learning	1	2
f. Guidelines for acceptable documentation of learning	1	2
g. Guidelines for adequate evidence of learning	1	2

7. Did you attend an orientation/training session as a new evaluator?

   a. yes
      1. mandatory attendance
      2. voluntary attendance
   b. no

8. Have you ever attended a training/development session for experienced evaluators?

   a. yes
   b. no

9. Based upon your experience, please consider the degree to which you feel NEW EVALUATORS need training in each area below to function most efficiently.

	None	Little	Moderate	Great
a. Identifying documentation & substantiating learning	1	2	3	4
b. Understanding rationale for crediting prior learning	1	2	3	4
c. Deciding what constitutes college-level learning	1	2	3	4
d. Relating learning outcomes to course equivalents	1	2	3	4
e. Judging appropriate amount of credit to be awarded	1	2	3	4
f. Providing feedback to students	1	2	3	4
g. Determining overlap or duplication of credit	1	2	3	4
h. Using assessment guidelines consistently & reliably	1	2	3	4
i. Complying with suggested timeframes for evaluation	1	2	3	4
j. Delineating learning outcomes	1	2	3	4
k. Recognizing use of Kolb Model elements	1	2	3	4

10. To what degree do you feel that you, as an EXPERIENCED EVALUATOR, have at some point needed training in the same areas?

	None	Little	Moderate	Great
a. Identifying documentation & substantiating learning	1	2	3	4
b. Understanding rationale for crediting prior learning	1	2	3	4

Deciding what constitutes college-level learning	1	2	3	4
Relating learning outcomes to course equivalents	1	2	3	4
Judging appropriate amount of credit to be awarded	1	2	3	4
Providing feedback to students	1	2	3	4
Determining overlap or duplication of credit	1	2	3	4
Using assessment guidelines consistently & reliably	1	2	3	4
Complying with suggested timeframes for evaluation	1	2	3	4
Delineating learning outcomes	1	2	3	4
Recognizing use of Kolb Model elements	1	2	3	4

what other areas would you like to receive ongoing training and/or velopment? (Use reverse side if necessary)

____

____

____

____

____

one

r each of the following growth opportunities/learning resources, indicate ich you HAVE FOUND HELPFUL in the past or WOULD FIND ELPFUL if made available.

	Have found helpful	Would find helpful	Not Helpful
Evaluator mentor	1	2	3
Worshops/faculty development sessions	1	2	3
Regularly scheduled meetings	1	2	3

d. Reading and discussion of sample essays	1	2	3
e. Audio visuals on PLA	1	2	3
f. Bulletins, updates, newsletters	1	2	3
g. Retreats	1	2	3
h. Professional conferences (CAEL, etc.)	1	2	3
i. Informal staff conversations	1	2	3

j. Other (specify)____

____.

13. How important do you consider each of the following factors to your performance as an evaluator?

	Very Important	Somewhat Important	Not Important
a. Training and development opportunities	1	2	3
b. Appropriate compensation	1	2	3
c. Student contact	1	2	3
d. Assessment department staff relations	1	2	3
e. Satisfaction with program procedures	1	2	3
f. Satisfaction with academic validity of PLA concept	1	2	3
g. Availablity of support services	1	2	3
h. Mutual support of peers (evaluators)	1	2	3

14. With how many other evaluators have you consulted regarding PLA in the past year?

a. none
b. 1 or 2
c. 3 or 4
d. 5 or more

15. On the average, how many assessments do you perform in a year?

    a. less than 10
    b. 11-50
    c. 51-100
    d. 101-150
    e. 151-200
    f. more than 200

16. On the average, approximately how much time do you spend on each evaluation?

    a. less than 15 minutes
    b. 15-30 minutes
    c. 30-60 minutes
    d. more than 1 hour
    e. other (specify) ____

17. What is your average turnaround time for credit assessments?

    a. 1 week or less
    b. 2-3 weeks
    c. 4-6 weeks
    d. 6-8 weeks
    e. over 2 months

18. Is the compensation you receive satisfactory? ($10/original submission, $5/rewrite)

    a. yes
    b. no
    your suggestion for improvement________________________

19. Which means of feedback do you typically provide for students? (circle all that apply)

    a. credit recommendations
    b. rank on rating scale
    c. brief written comments (1-5 sentences)
    d. narrative evaluation

phone contact
personal contact
other ______________________________
none

hat provisions, if any, should be available for review of credit ommendations made by evaluators in terms of validity and reliability?

by department chair
by faculty advisory committee
by division deans
by other evaluators
by assessment director/staff
other (specify)______________________________
none (skip to question 22)

w should such review be initiated?

routine
upon request of student
upon request of assessment staff
other (specifiy)______________________________

o, in your opinion, should be involved in assessment policy and procedures mation?

evaluators
assessment department staff
traditional college faculty
advisory committee
department chairs
division deans
others ______________________________

w long have you been involved in the assessment of prior learning at NLU?

less than 1 year
1 - 3 years
4 - 6 years
more than 6 years

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24. Please indicate in which content areas you complete evaluations.

a. Allied Health
b. Art
c. Business
d. Communication Arts
e. Data Processing
f. Education
g. English
h. Health Science
i. Human Services
j. Interdisciplinary
k. Math
l. Music
m. Philosophy/Religion
n. Physical Education
o. Psychology
p. Science
q. Social Science

COMMENTS:

Please feel free to contact me with any additional comments you might have on this topic.

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

APPENDIX J

Gantt Chart of Events

Schedule of Events by Months - 1990

```
Activities

                         May          June          July         Aug          Sept          Oct          Nov

Proposal Approved                      0

Finalize Population      |---|

Refine Questionnaire     |----------------|

Collect Data                                      |---|

Interview CESS
  Director                                        |---|

Review Expert
  Evaluation                                      |---|

Analyze Data                                                      |-----|
____________________________________________________________________________________________________________________

Write Thesis Ch. 1       |-------------------▲

Write Thesis Ch. 2                        |----------------▲

Write Thesis Ch. 3                                  |-------------------------------▲

Prepare Final Copy                                                                    |-----|

Submit Final Copy                                                                             ▲
```

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APPENDIX K

Thesis Expense Budget

Item	Researcher's Expense	Assessment Center Expense
Word Processing	$300.00	-------
Photocopying in Library	40.00	-------
Photocopying of Questionnaire	------	$20.00
Stationery and Supplies	------	20.00
Postage	------	30.00
Photocopying of Thesis Manuscripts	------	15.00
Thesis Binding Fee	30.00	-------
Total	$370.00	$85.00

APPENDIX L

Letter of Support

May 23, 1990

TO: Adult and Continuing Education Program

FROM: Scott D. Heck
Director, Assessment Center

SUBJ: Letter of Support for Lenice C. Abbott

The ultimate success of any prior learning assessment program depends on valid and reliable assessment by expert evaluators. One of the key ways to guaranteee this quality is through continuing staff development.

Lenice Abbott, Senior Assessment Counselor, has been given the responsibility to assist in the staff development process at National College of Education (NCE). Her research into the staff development processes and needs at NCE and other institutions is directly related to this activity. Therefore, she will be supported and encouraged in her effort by this office.

This support includes the duplication, mailing and telephone services needed to complete her research. Also, the computer resources of the office will be available to her. While the writing of her thesis is considered to be outside of the job responsibilities, she will be able to work on many activities during normal working hours since much of the research is directly related to staff development.

I see this research as beneficial to National College of Education, in particular, and to other institutions, in general, as quality assurance has the highest priority in prior learning assessment today.

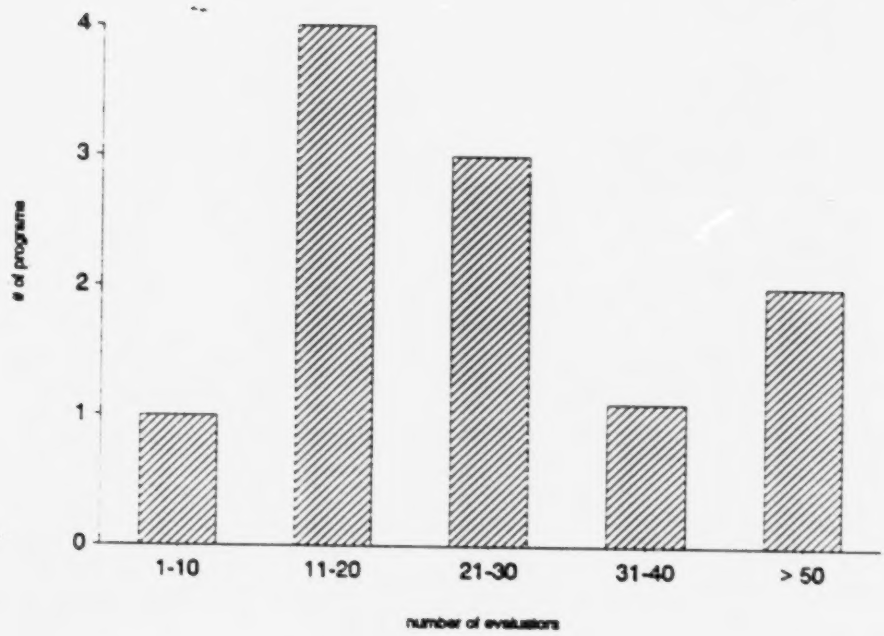
APPENDIX M

Assessment Performed by Evaluator in a One-Year Period

	% of Evaluators	
# of Assessments	Evaluator Estimate	Director Estimate
Less than 10	24	10
11-150	28	60
51-100	21	30
101-150	10	-
151-200	3	-
More than 200	14	-

APPENDIX N

Program Size by Number of Evaluators



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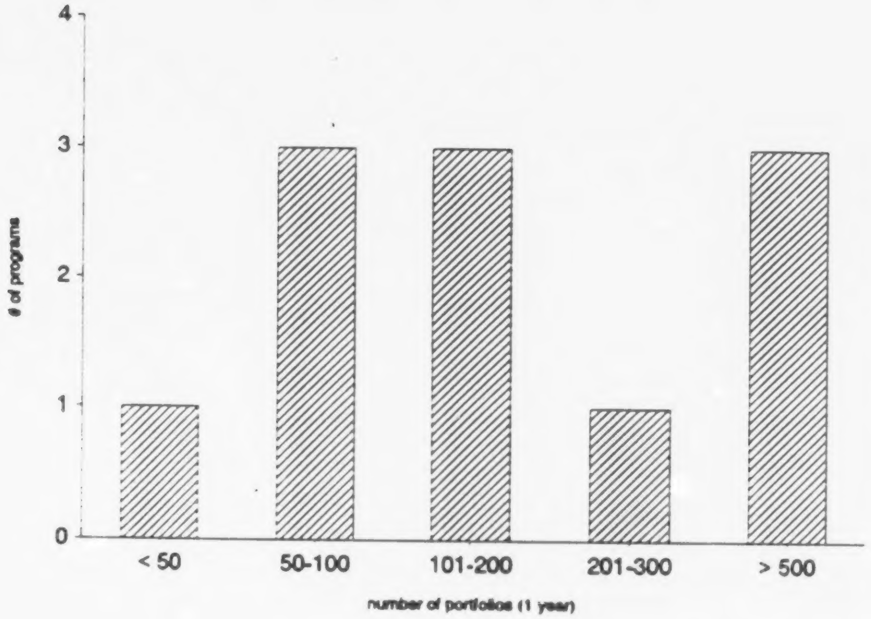
APPENDIX O

Program Size by Number of Portfolios



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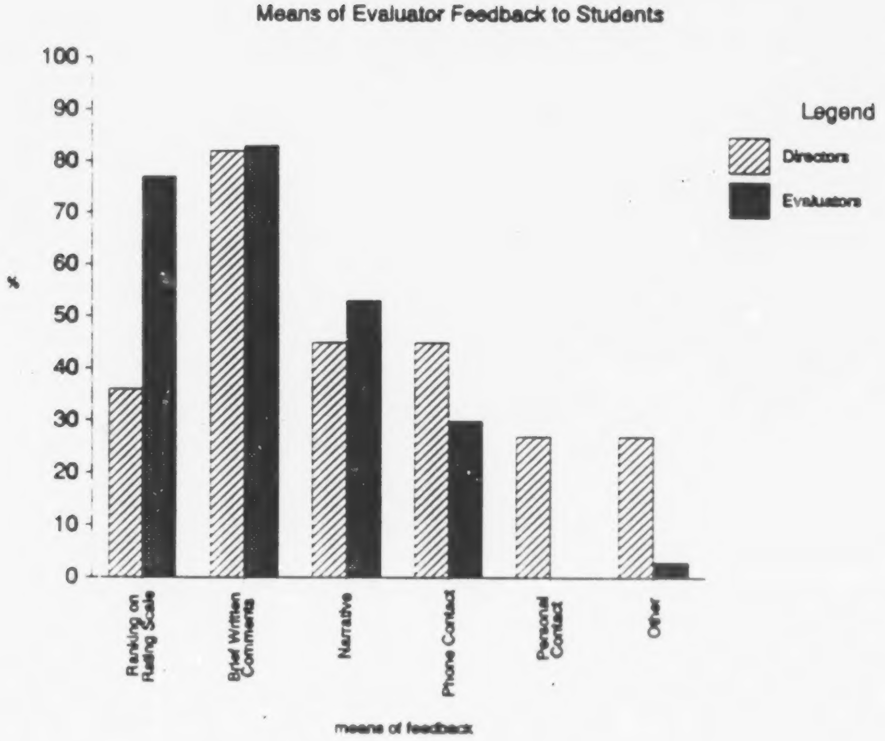
APPENDIX P



Means of Evaluator Feedback to Students

APPENDIX Q

Personnel Who Should Be Involved in Assessment Policy and Procedures Formation

Personnel	% Evaluator Perception	% Director Perception
Assessment Dept. Staff	90	91
Evaluators	73	45
Traditional Faculty	37	27
Advisory Committee	43	27
Department Chairs	27	9
Division Deans	13	5
Other	3	18

APPENDIX R

THE EVALUATOR FACTOR

Prepared and Presented by

Lenice Abbott

and

Roberta Bell

April 18, 1991

Objectives for the Evaluator Factor

To understand the perceived role of the evaluator from the perspectives of assessment center directors and evaluators themselves.

To review a model training program appropriate for new evaluators or as a refresher for those with more experience.

To generate ideas for adapting the model workshop to fit specific needs of your program.

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MODEL EVALUATOR TRAINING WORKSHOP

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MODEL EVALUATOR TRAINING WORKSHOP

Introduction to Workshop

Almost everyone seems to agree that evaluators of prior experiential learning need comprehensive and ongoing training and development in order to fulfill their roles. However, identifying training needs, convincing evaluators of their relevance, and eliciting participation in workshops or other activities are easier said than done. This Evaluators Workshop has been designed to address these issues in programs that have previously lacked formal training. While providing assessment overview for new or relatively inexperienced evaluators, more established evaluators will also have the opportunity to review and renew practices, techniques and attitudes. As the basis for a one day workshop, it can be personalized to fit program personnel, evaluator personalities, training needs, time and cost considerations.

A large scale evaluator workshop will be beneficial on at least a yearly basis, coinciding with revisions or updates in Portfolio and Evaluator Handbooks. At that time, copies of the new Handbooks and an update highlighting major changes can be disseminated. It is imperative that all Assessment Center Staff members play an active part in planning and conducting the workshop.

Throughout the academic year, additional activities and opportunities for professional development are important. These might include:

1. informal small group meetings of interested evaluators
2. access to a collection of readings in prior learning assessment
3. opportunities to mentor or network informally with other evaluators
4. conversations with Assessment staff when problems or questions arise
5. evaluator newsletters
6. attendance at professional conferences

Evaluators initiating assessment without attending a formal training session need to undergo an abbreviated one-on-one training with an Assessment staff member.

We hope this model will prove useful to each of you within the framework of your own program. We plan to present it for our own faculty evaluators in the Fall, and we welcome comments and suggestions from those of you who might experiment with it at your institutions. Good luck!

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WORKSHOP PLANNING TIMELINE

6 - 8 weeks prior

Schedule any new or potentially interested evaluators to visit a class group on the Portfolio Presentation and Counseling nights. Provide copies of the current Portfolio and Evaluator Handbooks for review before commencing visits. Complete class visits prior to the Evaluator workshop is possible.

5 - 7 weeks prior

Schedule date and reserve facilities for workshop. Begin to assemble preliminary workshop materials:

Evaluator Workshop Notice
Workshop Confirmation
Preliminary Agenda
Pre-addressed Stamped Envelopes

Make directional signs to be posted on the day of the workshop. Assign specific workshop duties/roles to each Assessment Center staff member.

4 weeks prior

Send Evaluator Workshop Notices to all current and new evaluators. Confirmations include space for evaluators to suggest possible agenda. topics and should be returned to the Assessment Center no later than two weeks prior to the workshop. This gives the department an opportunity to review and incorporate the ideas into the finalized agenda.

Contact two or three well established evaluators to participate with the Department Director (Moderator) in the Panel Discussion entitled "What is a Learning Experience Essay?" Prepare a list of subtopics related to the theme for their discussion and elicit their input.

Begin selection of sample essays in various departments for Group Evaluation exercise.

1 week prior

Reconfirm room and time.

Call each evaluator who did not respond to the mailing to confirm attendance. Send Workshop Reminders to those who did respond, and compile finalized Participant List.

Finalize workshop materials, sample essays (Group Evaluation) and Agendas. Xerox needed copies and assemble Evaluator Packets (see list).

Schedule meeting of Assessment Director and panel members to review their roles.

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5 days prior

Meet as a department to review workshop activities and confirm roles of each staff member. Include room set up, refreshments, lunch, note taking, clean up, etc.

Prepare name tags for evaluators (to include major area of evaluation expertise) and department members. Prepare "buddy list," pairing evaluators for Peer Evaluation exercise.

1 day prior

Set up room configuration - conference style that can later be broken into small groups. Post directional signs.

1 hour prior

All department members arrive at meeting site. Set up tables for refreshments and distribution of Evaluator Packets/Name Tags. Set out/up any additional materials, AV equipment, etc.

Conduct Workshop

Note taker keeps minutes throughout the workshop. This person also collects and compiles the workshop evaluations.

1 week after

Edit and copy workshop minutes and send proceedings to all participants with Workshop Follow Up Letter. Send proceedings and Evaluator Packets (minus Workshop Evaluation) to those not in attendance.

Compile evaluation results and meet as a department to review. Incorporate results into next training session.

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Department Agenda

8:30 - 9:00 a.m.
Coffee and Rolls
Distribution of Evaluator Packets

9:00 - 9:15 a.m.
INTRODUCTIONS
Assessment Center Staff
Evaluators
Ice Breaker

9:15 - 9:30 a.m.
WORKSHOP OBJECTIVES

1. Outline the assessment process step by step.
2. Identify guidelines for essay evaluation.
3. Highlight modifications in assessment polices & procedures
4. Examine misconceptions & limitations of the assessment process.
5. Increase communication among evaluators, students & assessment staff.

9:30 - 9:45 a.m.
PHILOSOPHY
the University
Council for Adult and Experiential Learning (CAEL)
Assessment Center (programs served)

9:45 - 10:15 a.m.
ASSESSMENT CENTER ROLE - DISCUSSION
Purpose
Staff roles
Responsibility to students
Responsibility to evaluators
Responsibility to university
Appeals process - Advisory Council

10:15 - 10:30 a.m.
BREAK

10:30 - 11:00 a.m.
EVALUATOR ROLE - DISCUSSION
Purpose - content expert
Experiential learning models
Value to program
Responsibility to students
Responsibility to Assessment staff
Responsibility to University
Evaluator perceptions

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11:00 - 12:00 noon
PANEL DISCUSSION - WHAT IS A LEARNING EXPERIENCE ESSAY?
College level learning
Credit for learning, NOT experience
Concepts vs. Experience
Components (Experience, reflection, concepts, application)
Documentation
Format requirements
Overlap/duplication of credit
Appropriate credit awards
Evaluator feedback

12:00 - 1:00 p.m.
LUNCH

1:00 - 1:15 p.m.
MECHANICS OF EVALUATION
Paperwork involved
Original submission, first and second rewrites
Payment to evaluators

1:15 - 2:15 p.m.
PEER EVALUATIONS
Announce "Buddies" and have evaluators break off in pairs. Each evaluator writes a 1 page mini-essay (rough draft) on a topic of choice. Essay should meet the general requirements as outlined in the Handbooks and include at least 2 appropriate concepts and supporting experiences. Exchange essays with "Buddies" and conduct small scale evaluations using Discussion Guidelines.

General Discussion/Closure to Exercise

2:15 - 2:30 p.m.
BREAK

2:30 - 3:30 p.m.
GROUP EVALUATIONS
Break evaluators into buzz groups of 5 or 6, preferably by areas of expertise. Each group chooses a reporter. Distribute sample essay, matching topics to group expertise; use Discussion Guidelines from previous exercise. Each group must receive a different essay. Groups read and individually evaluate essays, then discuss findings as a group and attempt to reach agreement on final credit award.

General Discussion - group reporters summarize (collect sample essays)

3:30 - 4:00 p.m.
WRAP UP/WORKSHOP EVALUATION
Address any topics from Workshop Confirmations not yet covered. General questions/answers to staff, evaluators. Distribute Workshop Evaluations (collect at door).

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Workshop Agenda

8:30 - 9:00 a.m.
Coffee and Rolls
Distribution of Evaluator Packets

9:00 - 9:15 a.m.
INTRODUCTIONS

9:15 - 9:30 a.m.
WORKSHOP OBJECTIVES

9:30 - 9:45 a.m.
PHILOSOPHY

9:45 - 10:15 a.m.
ASSESSMENT CENTER ROLE

10:15 - 10:30 a.m.
BREAK

10:30 - 11:00 a.m.
EVALUATOR ROLE

11:00 - 12:00 noon
PANEL DISCUSSION - WHAT IS A LEARNING EXPERIENCE ESSAY?

12:00 - 1:00 p.m.
LUNCH

1:00 - 1:15 p.m.
MECHANICS OF EVALUATION

1:15 - 2:15 p.m.
PEER EVALUATIONS

2:15 - 2:30 p.m.
BREAK

2:30 - 3:30 p.m.
GROUP EVALUATIONS

3:30 - 4:00 p.m.
WRAP UP/WORKSHOP EVALUATION

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EVALUATOR WORKSHOP NOTICE

(Date)

Dear Evaluator:

As you know, thorough faculty evaluator preparation is an essential element to any successful assessment program.

Therefore, on (DAY), the Assessment Center will conduct an Evaluator Workshop. This session will take place at (PLACE/TIME). Enclosed you will find a copy of the preliminary meeting agenda.

To supplement our activities, I would like to solicit your ideas. Please feel free to offer your suggestions on the enclosed workshop confirmation sheet. For your convenience I have included a stamped pre-addressed envelope. Your response should be mailed no later than (DATE).

I know you'll find our day to be quite exciting and I strongly urge you to attend. You'll not only have an opportunity to meet with your peers, but you'll also come away with a deeper understanding of the evaluation process.

See you on the (DATE)!

Sincerely,

Name
Director

WORKSHOP CONFIRMATION

Name ____

_____ I WILL attend the Evaluator Workshop on (DATE).

_____ I WILL NOT attend the Evaluator Workshop on (DATE).

Your suggestions will help us address your needs more fully:

____

____

____

____

Please return this Workshop Confirmation no later than (DATE). For your convenience a stamped pre-addressed envelope has been enclosed.

Feel free to call the Assessment Center at (708) 555-9390 if you have questions.

NXU
Assessment Center
1S453 Park Road
Hometown, IL 61118

WORKSHOP REMINDER

JUST A REMINDER

THE ASSESSMENT CENTER EVALUATOR WORKSHOP

will take place on

(DATE)

at (TIME)

we will be meeting at

(PLACE)

Some of the topics you and your fellow evaluators have suggested for the workshop include:

____

____

____

____

SEE YOU THERE!

WORKSHOP MATERIALS

Evaluator Packets
(see separate list)

Sample Essays

Staff Name Tags

Department Agendas
(more detailed than general Workshop Agenda)

Chart - Objectives

Flip Charts, Markers

Overheads/Projector

Extra paper, pens

EVALUATOR PACKETS

Name Tags
Evaluator name and area(s) of expertise.

Workshop Agenda

Portfolio Handbook
Explains philosophy and nature of Portfolio. Covers the requirements of an essay, mechanics of procedures, fees, etc.

Evaluator Handbook
Explains guidelines and procedures to be followed. Includes latitude of evaluators, payment schedule, etc.

Suggested Subject Areas for Learning Experience Essays
Most common essay topic titles broken down by departments and index/course numbers.

Topic Outlines
A selection of outlines prepared as guides for writing specific essay topics.

Update Sheet
Highlights major policy changes since previous editions of the Portfolio and/or Evaluator Handbooks.

Workshop Evaluation Sheet
Pertinent questions to determine usefulness of session.

Ice Breaker
Humorous pre-quiz to warm up the participants.

Group Evaluation Discussion Sheet
Offers several discussion points for use during the Group Evaluation exercise.

Buddy List
Pairs evaluators for Peer Evaluation exercise.

Blank Paper
For note taking and Peer Evaluation exercise.

Participant List

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WORKSHOP EVALUATION

Please help us to plan future offerings by responding to the following questions. Feel free to use the reverse of this sheet.

1. Did the workshop accomplish its stated objectives? (circle one)

YES NO

2. Did the workshop present information that might influence your evaluations in the future? (circle one)

YES NO

3. Has the opportunity to meet with your peers been helpful? (circle one)

YES NO

4. A. What did you like most about the workshop?

B. What did you like the least?

5. What areas would you like to know more about?

General comments:

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WORKSHOP FOLLOW-UP

(DATE)

Dear Evaluator:

On behalf of the entire Assessment Center staff, thank you for your participation in the Evaluator Workshop last week. We hope you will find that the new ideas and practical suggestions generated at the session will be of assistance to you as an evaluator of prior learning. Enclosed is a copy of the Workshop Proceedings for your reference.

Again, we appreciate your attendance and hope you will be able to join us at the next Evaluator Workshop.

Sincerely,

Name
Director

APPENDIX S

NATIONAL-LOUIS UNIVERSITY
EVALUATOR SUPPLEMENT
TO
PORTFOLIO HANDBOOK

OCTOBER 1991

This document should serve as a supplement to the National-Louis University (NLU) Portfolio Handbook and Presentation Handouts (Suggested Topic Areas and Topic Outlines). All Assessment Center Faculty Evaluators should have current copies of these publications and use them as guides in their work.

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EVALUATOR SUPPLEMENT TO PORTFOLIO HANDBOOK

PRIOR LEARNING

Students applying for admission to universities today do not necessarily fit the description of the traditional college student. Today's college student is older, frequently attending part-time, and has usually been involved in many informal learning activities since leaving high school.

Colleges and universities are responding to these students by offering programs which recognize their specific learning characteristics. Increasing numbers of colleges and universities are awarding credits for the learning acquired through non-college experiences. This learning, frequently called prior experiential learning, may occur through employment, volunteer work, community services, travel, military duties and homemaking.

The American Council on Education (ACE) and the Council on Postsecondary Accreditation (COPA) have acknowledged that "American society abounds in resources for learning at the postsecondary level. Associations, business, government, industry, and unions sponsor formal instruction. In addition, independent study and reading, work experiences, the mass media, and social interaction contribute to learning and competency" (ACE/COPA Statement on Awarding Credit For Extrainstitutional Learning).

NLU evaluates prior learning through a portfolio assessment process. This process is designed to fulfill the ACE and COPA mandate to "assess extrainstitutional learning as part of the credentialing function" of postsecondary institutions.

Students petition for credit for prior learning through documentation of NLU-recognized professional licensure or certification and the submission of Learning Experience Essays for knowledge acquired via life or work experiences. Learning Experience Essays are analytical reports which describe what students have learned (concepts or theories) and how they have learned it (experiences and applications). It is not enough just to describe the concepts learned or the experience itself. Students must demonstrate an ability to integrate theory with practical application.

The function of the faculty evaluator is the assessment of the Learning Experience Essays.

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EVALUATOR REQUIREMENTS

In addition to a general interest in the field of prior learning assessment and academic qualifications, the following are also essential:

- Belief that college level learning can and does occur outside the formal classroom setting
- Willingness to adapt academic standards and expectations to a nontraditional assessment format
- Flexibility and open-mindedness in assessment issues
- Commitment to the assessment process
- PROMPTNESS in completing evaluations

Adapted from The Faculty Guide to Portfolio Assessment, Office of Testing and Assessment, Thomas A. Edison State College.

GENERAL GUIDELINES FOR ESSAY ASSESSMENT

In evaluating essays you need to assess the following:

Understanding of Theory (General Concepts)

Personal Applications (Specific Experiences)

Integration of Theory and Applications

Written Presentation

The appropriate balance between theory (general concepts) and application (specific experiences) varies depending upon the topic area. For example, health science areas would tend to require a greater number of general concepts as compared to applications; psychology might require few general concepts but a greater amount of personal application. As a rule of thumb, the more technical an area is the higher number of concepts will be required; the more personal an area is the greater number of personal applications will be required. In addition, students should be able to integrate their specific experiences with the concepts they are discussing.

Written Presentation

While the evaluator is primarily evaluating content, all learning experience essays should be written in an appropriate college-level manner. The minimum length requirement is five (5) typed pages, but we recommend seven to ten (7 - 10) pages as a rule of thumb. Double spacing and one inch margins are standard. It is appropriate for the student to cite any borrowed work or ideas.

Documentation

Students are required to submit documentation for their learning experience essays. The documentation is to provide evidence for the experience(s) which the student describes in the learning experience essay. For example, a student writing an essay on performance review may include a letter or job description from an employer stating the performance reviews are an expected part of the student's position. A listing of the types of documentation can be found in the Portfolio Handbook.

Titles

If a title chosen by a student does not accurately reflect the essay content and learning outcomes, cross it out and write in a more appropriate one. Title changes should be briefly explained in the comments section. Feedback to students should be as specific as possible, indicating why credit was awarded or denied.

COLLEGE LEVEL LEARNING

Although learning gained is often extremely valuable to students, it is not necessarily applicable to a college degree. Learning on a strictly personal level or in areas not appropriate to a college curriculum should NOT be awarded credit. Likewise, learning specific only to the situation in which it is acquired or not equivalent in quality to college level work should not receive credit.

AWARDING CREDIT

Just as in the evaluation of traditional college course work, each evaluator will use individual and somewhat subjective standards in assessing learning. However, general guidelines outlined here should be followed to ensure consistency and academic integrity. Essay evaluation standards should be equivalent to those used in evaluating classroom learning, but neither more nor less rigorous.

Letter grades are not assigned, but credit should be awarded to students demonstrating competency at the "C" level or higher. You will see a wide range of ability and level of expertise among portfolio students; do not equate credit awards to traditional letter grades.

Credit requested will be for a total of 3 to 5 QH (see Petition Sheet - Appendix A). Basically students are petitioning for credit equivalent to what would be awarded in a traditional college course. Therefore, do not grant in excess of the total requested.

Do not hesitate to request revisions or to deny credit if the essay or documentation so deem these actions. In some instances you might wish to request additional documentation to clarify or add to what has been provided. If students seem to know only part of the expected learning outcomes, use your discretion to award from 1 to 4 credits. You are the content expert.

Your options for awarding credit are as follows:

1. Award requested credit
    A. Essay merits requested credit
    B. Award requested credit, pending receipt of documentation by an Assessment Counselor
2. Award partial credit
    A. Allow for a rewrite and/or addendum to earn additional credit (please mark "Returned for Revision" space on the Petition Sheet)
    B. State that the essay merits only partial credit due to its limited nature
3. Award no credit
    A. Allow a rewrite (again, please mark the appropriate space on the Petition Sheet)
    B. Reject the subject area as non-collegiate

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When returning an essay, always fill out the comments section of the Petition Sheet as fully and clearly as possible using black ink for xeroxing purposes. A formative versus summative evaluation tremendously increases the educational value of the portfolio process. All students should be allowed at least one essay revision and are limited to two revisions.

If after the first revision you grant zero or limited credit but do not feel that an additional revision would be appropriate, please be sure to communicate this in your comments. The student will receive a copy of this petition sheet. If you have written any comments in the body of the essay or on separate pages, these pages will also be copied and sent to the student.

When returning the evaluated essay, you will also need to sign, date, and note the credit award on the attached Transmittal/Payroll Sheet (Appendix B). Keep the yellow copy for your records, and return the original along with the petition sheet, essay and documentation.

Requested turnaround time for essay evaluations is two to three weeks. Please try to return all materials within that timeframe, or let us know if you need more time to complete an evaluation.

EVALUATOR FEEDBACK

In order to avoid misunderstandings, evaluators find it helpful to use constructive, non-judgmental terminology in denying credit. Most students spend a great deal of time on their learning experience essays and are very appreciative of written feedback. You are urged to write comments that will be of the most help to students.

A positive comment might precede a request for additional information, followed by specific suggestions to help the student focus on learning outcomes. If follow-up is necessary, be as specific as possible as to what the student should do to complete the assignment. Comment on the nature and quality of the evidence of learning presented and the extent of the student's knowledge. We suggest that you note one or more strengths and weaknesses to provide more tangible feedback to the student.

ESSAY REVISIONS

When a student revises an essay, the Assessment Center will send the revision with the original essay back to the initial evaluator. The Petition and Transmittal/Payroll Sheets (Appendices A and B) will indicate a revised essay. Students may generally submit up to two revisions. Note that for record keeping and payroll purposes, all original essays and revisions must be sent through the Center; should you receive materials directly from a student, forward them to the Assessment Center for completion of the proper paperwork.

CONTACT WITH STUDENTS

Occasionally students need further clarification on evaluated essays, although an Assessment Counselor will always attempt to handle the situation first. At the student's request, however, we might ask you to communicate directly with that student. Typically we will send you a note explaining the request, along with the essay in question.

Please make an effort to contact the student by phone or mail at your earliest convenience. Direct evaluator-student contact often results in a stronger rewrite and enhances the evaluation process.

When your conference has been completed, please return the essay to the Assessment Center. A note detailing any pertinent outcomes of the conversation helps us in working with the student in the future. Generally we ask evaluators to contact students, not vice versa. Evaluator phone numbers and addresses are not distributed to students.

WHEN EVALUATING ESSAYS, PLEASE CONTACT THE CENTER IF YOU HAVE ANY QUESTIONS, PROBLEMS OR COMMENTS. WE ARE HERE TO HELP YOU, AND WE VALUE YOUR INPUT.

THE ASSESSMENT CENTER

The Assessment Center makes every effort to advise students of the above procedures. Additionally, during the Portfolio Presentation students receive a packet containing Suggested Topic Areas and Topic Outlines. We recommend that students use available outlines only as guides in writing their essays, unless the outlines stipulate specific requirements. Therefore, students do have a certain amount of latitude in developing essay content.

Occasionally the Assessment Counselor will note comments to you on the Transmittal/Payroll Sheet (Appendix B). These comments and your notations in return are not seen by the student. Typically, the counselor might alert you to possible overlap of content or other conflicts. In some instances the counselor might also attach transcripts or previous essays to assist in determining duplication. Remember, you are the subject matter specialist; we need your assistance in making these judgments, since duplication of credit is not allowed.

COMMON ASSESSMENT ERRORS

The Council for Adult and Experiential Learning (CAEL) has identified some common assessment errors that evaluators should try to avoid:

- Evaluating too liberally or too severely
- Rating everything on the average, avoiding the extremities
- Allowing one trait or aspect of performance, either positive or negative, to influence the evaluation of other factors (halo effect)
- Judging learning according to a stereotype or strongly held personal attitude
- Prejudging by an initial impression
- Rating an essay lower than usual if the previous essay was outstanding, or higher than usual if the previous essay was weak (contract effect)

From New College of St. Edward's University *Portfolio Assessment Guidelines for Assessors*.

REIMBURSEMENT FOR LEARNING EXPERIENCE ESSAYS

Evaluators are paid for learning experience essays, whether or not credit is assessed. Payment is $20.00 per essay for an initial evaluation and $10.00 per rewritten essay.

Payroll is calculated from the Transmittal/Payroll Sheets (Appendix B) that you return with the essays. Please be sure to sign and date these sheets and fill in the amount of credit awarded. Any comments directed specifically to the Assessment Center should be written on this page, since it will *not* be copied for the student. Remember to keep your yellow copy in order to compare with your monthly Payroll Summary (Appendix C) and paycheck.

The Assessment Center Payroll is computed at the end of each month, and payment is made at the end of the following month. For example, the payment for essays evaluated in September would appear in the October paycheck. For full-time NLU faculty, payment is listed as "overload" on your paycheck. Should you have any questions concerning reimbursement, please call the Center.

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Appendix A

PETITION FOR ACADEMIC CREDIT FOR EXPERIENTIAL LEARNING

☐ Original Submission ☐ Revised Submission Group Name and #: ______________

Name: ____

Course # ______________ Dept. ______________________________

Title: ____

Credit Requested: ______________ Documentation on Pages: ______________

Briefly describe the learning acquired from your experience(s) in the space below.

____
Student Signature

To be completed by evaluator

	Weak	Acceptable	Superior
1. Example of Involvement:	1	2	3
2. Learning Outcomes:	1	2	3
3. Reflection/Application:	1	2	3
4. Written Presentation:	1	2	3

Evaluator Comments: (Use reverse side if needed)

Credit Recommended: ______________ ☐ Returned for Revision

By ______________________________________ Date: ______________

Appendix B

NLU 2 S. 361 GLEN PARK ROAD. LOMBARD. ILLINOIS 60148 — 708-691-9390

TRANSMITTAL/PAYROLL SHEET

EVALUATOR	
TOPIC AREA	
STUDENT'S NAME	GROUP
ORIGINAL 1st REWRITE 2nd REWRITE	
LEARNING EXPERIENCE TITLES	CREDIT AWARD
1	
2.	
COMMENTS FROM ASSESSMENT CENTER	
SIGNATURE OF COUNSELOR	DATE
COMMENTS TO ASSESSMENT CENTER	
SIGNATURE OF EVALUATOR	DATE

FORM NO. TPS 102 Rev. 9 89 QUALITY BUSINESS FORMS 821-1600

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WHITE - ORIGINAL COPY • CANARY - EVALUATOR COPY • PINK - FILE COPY

Appendix C

EVALUATOR: E. Val Uator

ASSESSMENT CENTER PAYROLL SUMMARY
MONTH: September, 1991

Student Name	Essay Title	1st Reading	Credit Award	2nd Reading	Credit Award
Doe, J.	Nutrition	x	0		
Smith, S.	Pregnancy/childbirth	x	2		
David, D.	Infertility	x	0		
ST. LOUIS					
Wright, K.	Nutrition	x	5		
James, T.	Health/nutrition	x	0		
MCLEAN					
Williams, D.	Nutrition			x	5
Thomas, M.	Pregnancy/childbirth	x	5		
ATLANTA					
Louis, R.	Nutrition			x	5
Jones, J.	Pregnancy/childbirth	x	0		
TAMPA					
Hunter, M.	Nutrition	x	5		

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APPENDIX T

EVALUATOR WORKSHOP

Lombard Campus

October 19, 1991

9:00 - 9:30	Coffee and Rolls Distribution of Workshop Materials
9:30 - 9:45	Welcome Workshop Objectives Explanation of Workshop Materials
9:45 - 10:15	The Evaluation Process Role of Assessment Center Personnel Role of Evaluator
10:15 - 11:00	Evaluator Panel Discussion What is a Learning Experience Essay? Scott Heck, Moderator Randee Lawrence Craig Mealman
11:00 - 11:10	Break
11:15 - 12:15 p.m.	Group Evaluations / Discussion (see group assignments in Materials)
12:15 - 12:45	Closing Comments Workshop Evaluations
1:00	Lunch Special Presentation

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